

**Enhancing Internship Practices for Stakeholders in Hospitality and
Tourism Undergraduate Education: A practice-based sociomaterial
perspective**

**Thesis submitted in accordance with the requirements of the University of
Liverpool for the degree of Doctor of Education by Oscar Pacheco López.**

September 2018

Abstract

Internships or placements have increasingly been regarded as an essential component of hospitality education programs worldwide. These practice-based learning experiences benefit their stakeholders in ways that satisfy their interests, needs and increased expectations. This exploratory study investigates the perspectives of the primary stakeholders of an undergraduate hospitality management program at a Dutch higher education institution, namely, the student-interns, the institution's staff and hospitality industry managers about what they consider as important for a successful internship practice.

The study is constructivist in its overall approach and is underpinned by sociomaterial and practice-based learning perspectives, considering how issues of practices, relationships, and material aspects play a role in the work environment. It employs an exploratory case study comprising a preliminary survey and qualitative methodologies through documentary analysis of student-intern reports, and in-depth interviews some of which include field notes from visits to hosting organizations for student-interns.

It was observed that the education of hospitality industry field around internships has not fully considered the way in which practices and learning are grounded in the social and material conditions which students face on placements. This study demonstrates that social and material dimensions of workplace learning do exert influences on how student-interns perceive and experience practices, on how they relate to others and on how they learn and shape their future perspectives. As it was observed, facing unstructured and ambiguous practices and artifacts, inadequate and inconvenient workspaces and being uncertain about their working environment and their future orientations, all triggered distinctive responses among interns. These responses were also influenced by their knowledge, skills and attitudes, previous experiences, their dual identity as students and employees, and the role of others both within and outside the hosting organizations. Moreover, merely facing inadequacies, ambiguity and uncertainty did not mean student-interns achieved learning; a supportive environment provided by supervisors, employees, and perhaps other interns at the hosting organizations and at the educational institution, were determinant in pointing out towards proactive responses rather than simply reflective responses, which then lead to learning on placement. Proactively taking responsibility and mobilizing others towards change, were

integral to effective learning in helping to explain how students responded to perceived challenges.

The study demonstrates that giving more attention to sociomaterial conditions in which practices are set, could contribute to enrich experiences and learning of students on placements; to potentially enhance hospitality education; and to assist hosting organizations with addressing staffing issues associated with retention and turnover. The study has direct implications for course revisions; career advice; collaborative synergies between the educational institution and the industry's firms; and informing best practices for the case institution and potentially for other institutions offering similar programs.

The investigation ends with a formulation of recommendations for the three stakeholders of the program and suggests further research on internships considering the underlying theoretical frameworks for this investigation.

Key words: Hospitality and tourism Higher Education, internships/placements, workplace learning, sociomaterialism, practice-based learning, hospitality industry stakeholders

Acknowledgements

I want to extend my most sincere gratitude to my primary thesis supervisor Dr. Peter Kahn for his unlimited support and critical and insightful feedback through this journey. Without his continuous presence, this thesis would not have been possible.

My warmest thanks also go to Dr. Lucilla Crosta for her support as secondary supervisor, to other staff members of the University of Liverpool for their valuable assistance, and certainly to those classmates sharing their knowledge and experiences through this educational journey.

I am also grateful to the staff at my educational institution, the students on placements and the managers who participated in this investigation for their time and willingness to assist me with their support and insights.

Finally, to my family, my partner and friends for their understanding, encouragement, and love.

Table of Contents

Abstract.....	ii
Acknowledgements.....	iv
List of Tables.....	vii
List of Figures	vii
Chapter 1 Introduction.....	1
1.1 Background of the hospitality industry	1
1.2 Background of higher education, hospitality education and internships.....	2
1.3 Context of the study.....	5
1.4 Research aim	8
1.5 Researcher’s involvement in the investigation	9
1.6 Thesis structure.....	10
Chapter 2 Literature Review and Theoretical Underpinnings.....	11
2.1 Introduction	11
2.2 Internships in Hospitality education	12
2.2.1 Review of studies: understanding what gives rise to successful internship experiences.....	14
2.2.2 Gaps in hospitality internships literature	23
2.3 Theoretical framework: Practice-based approach & sociomaterial perspectives...	24
2.3.1 The practice-based approach	24
2.3.2 Sociomaterial perspectives	29
2.3.3 Research questions	37
Chapter 3 Methodology	39
3.1 Introduction	39
3.2 The underlying paradigm(s) and theoretical lens(es)	39
3.3 An exploratory case study	41
3.4 Participants: sample.....	45
3.5 Methods of data collection and procedures	49
3.6 Data analysis	53
3.7 My position as a researcher, access and ethical considerations	57
Chapter 4 Findings and Discussion	62
4.1 Theme 1: Practices	64

4.1.1 Characteristics and nature of practices	64
4.1.2 Managing conflicting practices and dual identities	72
4.1.3 Developing knowledge, skills, attitudes and self-awareness	74
4.1.4 Work-related learning	77
4.2 Theme 2: Material dimensions	80
4.2.1 Material dimensions influencing practices and work-related learning ..	82
4.2.2 Material dimensions influencing relationships and networks and work- related learning	96
4.2.3 Material dimensions influencing interns' career and future perspectives.....	100
4.3 Theme 3: Relationships	105
4.3.1 Relationships at work (placement site)	105
4.3.2 Relationships between the institution's staff and interns	112
4.3.3 Relationships between the institution and placement site	115
4.3.4 Networks.....	120
4.3.5. Learning taking place	123
Chapter 5 Conclusions, recommendations and limitations	130
5.1 Introduction	130
5.2 Contribution to professional practice and knowledge	130
5.2.1 Practices	131
5.2.2 Material dimensions.....	134
5.2.3 Relationships	136
5.3 Recommendations	140
5.3.1 To the case institution	140
5.3.2 To the hosting companies for interns.....	144
5.3.3 To the student-interns	147
5.4 Self-reflection, problems and limitations	148
5.5 Possible future research	151
References	154
Appendix A Rudolf Moos' Survey Dimensions	175
Appendix B Interview Questions Examples (Student-interns)	176
Appendix C Moo's Survey Participants' Scores	178
Appendix D Participant Group's Profile Graph	179
Appendix E University of Liverpool Ethical Approval	180

List of Tables

Table 1: A Typology of Early Career Learning (Eraut, 2008)	27
Table 2: A typology of Work Experience (Guile & Griffiths, 2001)	28
Table 3: Interviewed Participants' Information	48
Table 4: Student-Interns' Internship Reports Information	50
Table 5: Themes and Subthemes from the Student-intern Reports	55
Table 6: Summarized Themes and Subthemes from Findings	63
Table 7: Examples of Daily Activities Conducted by Interns	65
Table 8: Recurrent Physical Features of Space Interns Perceived as Important.....	88

List of Figures

Figure 1: The structure of a human activity system (Engeström, 1987)	32
Figure 2: Paradigm and theory shaping research (As adapted from Creswell, 2016)	39
Figure 3: Case study: The educational internship program.....	43
Figure 4: Example of working spaces for student-interns	90
Figure 5: Examples of spaces at visited site (A)	94
Figure 6: Suggestions wall	97
Figure 7: Communication lines among the internship's stakeholders of the institution	119
Figure 8: Hackman and Oldham's (1980) job characteristics model.....	146

Chapter 1: Introduction

This thesis is an exploratory study investigating the perspectives of the student-interns, the institution's staff and hospitality industry managers as the primary stakeholders of an undergraduate hospitality program at a Dutch higher education institution, about internship practices. This thesis will be referring to hospitality within the commercial realm, namely the activities leading to the provision of products and services to the public in exchange for profit. These activities take place at settings including hotels, restaurants, events, and tourist attractions, referred to in this work as organizations, companies, employers or more broadly, the industry.

1.1 Background of the hospitality industry

The Hospitality and Tourism industry is one of the fastest growing, most international, dynamic, and diverse economic sectors in the world. Due to an increased interest for global travel, hospitality services worldwide have maintained consistent growth and set to experience a further 4 per cent annual growth until 2022 (WTTC, 2015). A major employer globally, the industry was expected to grow by 3.5% and it is expected to keep a sustained growth and transformation, representing 1 in 10 jobs worldwide (WTTC, 2017). The significant contribution of the industry to employment was also evident in The Netherlands; it was forecast to account to 9.2% of total jobs in 2016 (WTTC, 2017).

Hospitality is a people-intensive industry due to its focus on service provision characterized by high employee-guest contact. However, for most of the western world and certainly in the Netherlands, employee turnover is a major issue of concern. Compared to other industries, hospitality faces unique challenges; most notably, low wages, unusual working shifts and perceived career advance limitations might explain the high employee turnover which characterizes the industry (Blomme, Tromp, & van Rheede, 2008; Blomme, Van Rheede & Tromp, 2009; Kusluvan & Kusluvan, 2000; Walsh & Taylor, 2007). Moreover, due to a perceived 'low- skill stigma' associated to working in hospitality, many graduates do not consider the industry as a long-term career option (Duncan, Scott & Baum, 2013; Solnet and Hood, 2008); added to this is the job burnout experienced by many interns as related to hospitality jobs (Hsu, 2012). Specific to the Dutch context, a study at the institution under

investigation, showed that about 70% of all its graduating students from the management program left the industry within six years (Blomme, 2006). Since many graduates seek opportunities in other fields, a high turnover contributes to exacerbate the already existent shortages of potentially experienced human capital; in some cases, this might result in educational institutions losing reputation.

Finding experienced and motivated individuals to remain working for the industry especially for management positions, has been a major preoccupation throughout the industry. This gap between demand and supply has prompted the need to address the shortages of experienced human capital for the industry through education and internships.

1.2 Background of higher education, hospitality education, and internships

Higher education is constantly under pressure to adapt and transform as a response to environmental, technological, cultural, social and economic forces (e.g., Ernst & Young, 2012; FICCI & EY, 2018; Knight, 2008). Given the rapid and ever-changing labor market, governments and policymakers are increasingly preoccupied with rising graduates' employment to contribute to support national economies growth, and with developing and enhancing their job-related skills and becoming more attractive to employers (e.g. Kaider, Hains-Wesson & Young, 2017; Forster, Bol & van de Werfhorst, 2016). Oliver (2015) indicated that such rapidly changing nature of work necessitates to re-define employability now meaning,

that students and graduates can discern, acquire, adapt and continually enhance the skills, understandings and personal attributes that make them more likely to find and create meaningful paid and unpaid work that benefits themselves, the workforce, the community and the economy (Oliver, 2015 p. 63).

Houston, Krueger & Osborne (2018) revised various EU and national policy documents, and highlighted the considerable transformation higher education has experienced during the last few decades and identified a trend towards 'vocationalisation of higher education.' An important element of this trend, as the authors discuss, refers to vocational education principles being integrated into higher education. These feature different types of studies and programmes with new teaching and learning methods, introducing workplace learning into the

curriculum in the form of internships, work placements or at least non-placement work integrated learning strategies simulating real work situations (Kaider et al., 2017). Curriculum reforms suggest for example that bachelor's degrees have a stronger 'orientation and a closer relation to the labour market (i.e., to employability)' as Houston et al. (2018) summarized. These authors further pointed to important implications of vocationalization of higher education; these entailed, enhancing public-private cooperation; interdisciplinary work; permeability between vocational and general university education; recognition and accreditation of prior students' learning and in some cases, co-construction of the higher education curriculum involving the cooperation between higher education institutions and businesses. Such efforts are envisioned to 'call for the creation of a highly skilled workforce to effectively harness the high value, and high skill employment opportunities said to be required in the knowledge economy' (Houston et al., 2018, p. 22).

Along with competition and complexity bringing about new responsibilities and opportunities for practitioners, Kennedy, Billett, Gherardi & Grealish (2015) also identified the increasing demand for the provision of such practice-based experiences as internships as a trend in international higher education. These learning experiences, according to Figel (2008), have been considered among the priorities in European education and training policies. Several European countries participate in the Bologna process, an initiative aiming at reforming their higher education systems through transparency, compatibility and comparability (Slantcheva-Durst, 2010), and to foster the enhancement of students' employability and mobility (Eurico, Oliveira & Pais, 2012). Because internships contribute to achieve those objectives, initiatives, guidelines, mechanisms and frameworks have been put in place to facilitate the enhancement of internships; for example, by fostering relationships between employers, higher education institutions and students (p. 34).

In line with the growth of the hospitality industry as previously discussed, hospitality education has been continuously developing, growing and attracting scholarly interest for the last four decades (Airey, Dredge & Gross, 2015). Higher education in The Netherlands reveals the trends of international education worldwide; namely, trends towards internationalization, competition for talent, increasing interest in educating in the English language and a concern with quality assurance; increasing labor mobility; increasing student expectations and thus the call for increasing demands on quality (Hobson, 2010, pp. 4-5). These trends according to the author, extends to internships especially because international

comparability, equivalence, accreditation and harmonization of programs across and among countries are becoming more important (p. 5). Furthermore, like most contexts worldwide, in the Netherlands a major preoccupation is the alignment between hospitality programs and the needs of the industry. Kirsch and Beernaert (2011) indicated that local industry representatives usually sit on the board of the higher vocational institutions, assist in drafting programs and curricula, participate in quality assurance, or might also teach at the institutions; this is done to ensure the development and maintenance of close ties with the industry.

Increased competition and complexity within the industry fueled by the rising demands from guests, mandate a set of knowledge, skills and abilities (KSA's) expected from managers and students in hospitality management programs. In the Netherlands there is a focus on expressing outcomes in competencies or skills a person should possess upon completing their studies. For example, a manager should be able to initiate, execute, evaluate and reflect upon plans (Venema, 2005). Such "generic skills" are also known as core skills, transferable skills, key competencies, or generally, as employability skills (Wibrow, 2011). Litchfield, Nettleton and Taylor (2008), identified the importance of developing such generic skills as communication, decision making, problem solving, and analytical skills, as essential contributors to 'employment readiness'. Because these have been found to be more difficult to train as compared to technical skills, they are preferred among employers.

Internships have been identified as contributing to develop the above mentioned competencies; Wan et al., (2013), and Jack (2011) for example explained that through internships, students can enrich their work-related competencies, personal growth, and professional opportunities. Walo (2001) found that internships contributed to improve management competencies, can contribute to increase employees' performance and retention, thereby helping to address issues of shortages within the industry (Ridzuan et al., 2015). The internship as a topic has been gaining attention and has become the focus of educational research. Busby (2002) and Busby & Gibson (2010) identified a hospitality internship or placement as the period of the study program students spend at organizations to apply acquired theory/knowledge into a practical setting, to gain competencies and attitudes, to further develop networks, and to generally prepare for employment. Eames and Coll (2006) identified the internship as a learning strategy that enables the intern to transit from student to practitioner; which implies important development of working and personal relationships and interns' understanding of the meaning of practice in their fields. The author further argues that

investigating internships can bring about important implications for curriculum design and pedagogy. According to Ruhanen (2005), internships might enable students to develop a more realistic idea of the professional environment they might face after graduation. Compared to hospitality academic-orientated programs, internship practices have nowadays become an essential element of students' educational journey and a requirement of most vocationally-oriented hospitality programs (Kennedy et al., 2015). Such programs according to Verhaest and Baert (2018), 'have long been praised for their success in easing school-to-work transitions'. The internship is certainly an essential component of the study program at the institution that is the context of this thesis.

1.3 Context of the study

The institution under investigation is an international school of the public sector in The Netherlands specialized in Bachelor of Arts and Master of business administration degree programs in hospitality management. Alternatively, there is an 'International Fast Track' bachelor program, which is an accelerated program for students already possessing any previous qualification in hospitality-related studies seeking to attain their Bachelor of Arts degree within 2.5 years. All the programs are taught in English language and attract students from over 60 nationalities and various cultural backgrounds. The institution aims to recruit students with a professional, ambitious mentality looking for employment at international business environments within the hospitality industry. The institution has therefore identified various orientations or profiles of their student body; namely, those seeking to attain a leadership role within the industry; those motivated to work for a specific segment of the industry or even a department or division of a hospitality venue; those wishing to become consultants, and those entrepreneurship-oriented willing to start their own business. The institution integrates methods comprising theoretical and practical content connected with the real world of work through individual and group assignments often for real companies, and thus expect students to develop practical, managerial and social skills.

The regular 4-year program which is the focus of this investigation, comprises three phases, starting with a foundations' phase, including practical hospitality-related experience at the school's facilities followed with a 30 weeks long international internship within Europe. A second phase focuses on developing management and leadership skills, which includes a ten-week period in which students practice the role as manager of a small team at the school's

outlets. The program ends with a phase aimed at the innovative and strategical application of knowledge and experience gained, which entails a management internship at a local or international setting. This thesis focuses on this managerial placement (see a justification in methodology chapter), which combined with a research report, form the final phase of the study program called, Launching Your Career (LYCar). This 30-week internship program aims to expose students to the real world of work and explore and make possible career path decisions. Students conduct their internships at such hospitality industry- related organizations as hotels, restaurants, travel, and conference/events organizations.

After successful completion of the bachelor's program and depending on their motivations in joining the hospitality industry, graduating students might seek to pursue employment and further career opportunities at the placing organizations or other working environments. These might include hospitality-related venues or non-industry related organizations in the banking, manufacturing or oil industries. Alternatively, they might opt to fulfill further academic aspirations for example by following the master's program at the same institution.

The school places students at companies and supports them at various stages by different staff members as follows:

- A preliminary consultant applies a psychological test to reveal students' personality and career needs and interests
- A LYCar lecturer organizes and delivers a workshop as an introduction to the course
- A career coach is an assigned mentor throughout the LYCar, up to the final assessment. This coach is involved with the student's personal and career development, and provides advice on the CLP (Career Launching Plan); this is a document in which students discuss their personal and career goals and the related learning goals required to achieve them, as well as the proposed focus of their research to be conducted while on placement
- A placement coordinator is the connecting agent between the institution and the internship sites; they advise students about placing companies and assist with contacts and required documentation procedures
- An expert coach is usually a lecturer the interns can consult about their research assignment
- There are also the assessors who evaluate the intern's final report and defense

- At the placing organizations there is a supervisor/manager to student-interns who oversees their work and supports them, enabling them to develop as regular employees; and the human resources coordinator who maintains contact with the institution's placement office about various intern's matters.

This thesis will refer more directly to interns, their coaches, the placement supervisor/coordinator at the institution and the supervisor/manager at the site as these persons appeared to have the most influence on the placement process and usually the most direct contact with student-interns.

The institution has built a reputation within the educational and industry fields among both national and international communities and therefore is under constant pressure to satisfy the interests and increasing demands of its stakeholders. In addition to their interest in maintaining the reputation as a leader in the field, the institution aims at fulfilling social responsibility goals by generating capable individuals useful to society. Moreover, in line with the international education institutions globally, the hotel school has adopted a student-centered learning focus, “moving from the transfer of knowledge from the teacher to learning by the student and from disciplinary knowledge to competencies” (Leoni, 2014, n.p.). In line with these trends, lecturers are preferably sought with industry-related experience to ensure a stronger connection between theory and practice. Furthermore, the institution as a provider of higher education in hospitality must conform to various established internal and external quality standards and focuses their efforts towards attaining and maintaining accreditation. In accordance to the Bologna process, the institution follows the Dublin Descriptors and thus the national quality assurance organization (NVAO) for national accreditation, while also complying with the Dutch Hotel Management Schools framework and the European Standards and Guidelines ESG. The institution thus focuses on continuous curriculum improvement which indeed extends to internships. By the time of writing this thesis the institution was about to obtain accreditation from the national body and was gathering insights from stakeholders to discuss courses and curriculum improvements for the coming academic year. Furthermore, the annual 2016 survey among students, revealed that significant points towards curriculum improvement related to more structure and consistency of the courses, and better communication among stakeholders. This provided me with an interesting opportunity to gain contextual insights and added motivation to conduct this study.

Due in part to its vocational orientation, the institution continually builds and maintains strong relationships with the hospitality industry positively influencing the internships. The hospitality industry organizations where student-interns conduct their placements are in this study referred to as hosting organizations, hosting companies, placement or internship sites. This stakeholder creates, maintains and strengthens ties with the institution to accomplish such human resources management strategies as filling up available positions; build and widen a potential pool of candidates, and have readily available extra personnel during high season. Managers express their interest in obtaining fresh ideas, suggestions or recommendations from student-interns that potentially contribute towards operational enhancements. Because graduates'-built reputation among the local and international hospitality communities is a critical asset the institution highly values, it continually commits to cultivating these through quality internships.

1.4 Research aim

This study explores stakeholders' perceptions about dimensions of the internship experience they regard as important to ensure a successful experience that satisfies their interests and expectations. The originality of this study lies in the analysis of the insights from these primary stakeholders about the critical role social and material dimensions of practice play on placements, as essential elements in hospitality industry education.

This study could potentially contribute new insights and stimulate straightforward, critical, purposeful discussions and constructive debate on the issue and encourage further research; recommending potential cooperative undertakings into how stakeholders could engage more closely towards enhanced internship experiences, could potentially contribute to direct curriculum revisions and adaptations at courses and institutional level. The study also aims at formulating recommendations towards enhancing students' career development and ideas for revising current synergies between the institution and its collaborating industry stakeholders. The new insights aim at contributing to enhancing the internship at the case institution and potentially other similar institutions actively involved with students undergoing placements.

1.5 Researcher's involvement in the investigation

I have been engaged with the hospitality field for most of my professional career as an industry management practitioner and educator in various functions at diverse organizations and geographical contexts. Having worked at multiple settings, I became convinced that regardless of the context, there are essential aspects that should be in place to bring about enhancements to practice in hospitality education. For example, any human resource strategy such as internship management entails the application of sound procedures necessitating planning, appropriate orientation programs, constant supervision and follow up strategies (e.g., Chen & Shen, 2012; Wang et al., 2014). Before my engagement with the educational institution under investigation, I was directly supervising placements at a university in Thailand; this experience exposed me to internship-related issues and their relevance to every stakeholder implicated in the hospitality education, namely students and their parents, academics, the industry, its guests and policymakers. From this previous experience in supervising internships, I developed an interest in this topic as an area for research.

Currently, I am working as a part-time lecturer at the institution, which allows me to adopt a semi-outsider position as an investigator at my organization; Coghlan & Brannick (2005) suggested that although in this position the researcher might not be knowledgeable about some contextual features of culture and structures, the position allows the researcher to reflect and critique, where there is no relationship closeness to stakeholders or role conflict involved. I presently coach students towards the completion of a management-advice report in a management course. This report is a research-oriented project which allows students to become familiar with the approach to investigating they need to adopt for the final report of their management internship phase of the program. One of my motivations to undertake practitioner (applied) research aims at finding solutions to current issues within the institution (Drake, 2011), perhaps contributing to 'promote initiation of change' (Fox, Martin & Green, 2007, p. 45). Specifically, to develop a critical understanding of important aspects influencing student-interns during their internship experiences and come up with ideas to assist my current students during my course. Another motivation to conduct this study resonates with my interest in and plans to continue developing my career and research around the area of students' transition from school to workplace and industry-educational institution collaboration.

1.6 Thesis structure

Chapter 2 to be covered next, provides a review of literature pertaining to the theoretical underpinnings for this study. Chapter 3 will discuss the methodological approach for this study. Chapter 4 will present the research findings which arose from the main themes identified during the data analysis; this chapter will also entail a discussion of these findings incorporating a connection to previous research in the topic. Chapter 5 will conclude by highlighting key aspects of the study and the implications for stakeholders involved, before providing practical recommendations and paths for further research.

Chapter 2: Literature Review and Theoretical Underpinnings

2.1 Introduction

The previous chapter set the context of this study by introducing a background of the hospitality industry, hospitality education, and other essential contextual aspects of the investigation. It presented the research aims of the study and discussed my involvement in the investigation. This doctoral thesis is developed having the needs of professional practitioners in mind, aiming at contributing to professional practice in the field and potentially promoting change. The increasing demand for work practice experiences in higher education worldwide (Coll & Zegwaard, 2011) prompted the emergence of the internship or placement as a topic of research. The relevance of the internship to hospitality education and the reasons why placements have become a necessity in hospitality and tourism education (Yiu & Law, 2012) need to be explored; a critical reason for this is to identify aspects stakeholders perceive as crucial during an internship and those factors that give rise to a successful experience.

This chapter synthesizes the existing body of knowledge on the internship topic to identify relevant concepts, definitions and major themes regarded as important within the hospitality practitioner's realm. The chapter points at the major strings of studies and identifies potential knowledge gaps concerning perspectives from the primary stakeholders namely, student-interns, industry managers and the institution.

The chapter then focuses on the theoretical framework employed in the study. The practice-based approach examines the practices entailed; the nature of such practices; influencing factors on interns' perceptions, and what and how interns learn during an internship. This focus could contribute ideas to better plan, design, organize and prepare student-interns for internships. I initially had considered the practice-based approach as the only perspective to examine the hospitality internship; however, as the study progressed, I felt there were important elements that could be integrated into the investigation to gain a complete understanding of the placement experience. Dean (2015) suggested that to enrich our understanding of how individuals learn on placements, practice-based approaches should be

employed along theories on both social and material dimensions of practice; the later element according to the author, even though important, is usually relegated to the background. Fenwick (2010) indicated that sociomaterial perspectives point at existing dynamics among ‘actions, things and bodies’ which can help us understand work settings and learning involved. Fenwick (2012; 2015) further indicated that stakeholders in education can use sociomaterial perspectives, to identify and understand patterns and unpredictable occurrences, struggles, negotiations, accommodations, power relations and politics, and investigate social and material elements that shape practices and limit or enhance learning. The very nature of hospitality work revolves around a complex interplay of actions, relationships, interactions, networks, all having to do with material dimensions involving objects and physical spaces that seem to have influences in the way interns relate and learn. Lynch et al., (2011) stated that “hospitality is often constructed, mediated and experienced through material objects” (p. 15). A hospitality internship can be thus considered as a sociomaterial practice because these elements are present during a placement. Sociomaterial perspectives are a framework that can contribute to illuminating these important elements which appear to be essential in a hospitality industry internship. This chapter will further present a fuller justification of the use of these perspectives as applied to the hospitality internship situation.

This literature review aims to set up a contribution to knowledge and professional practice by paying attention to issues that have not been fully addressed in existing hospitality management internships research.

2.2 Internships in Hospitality education

An internship, or placement in a general sense has been defined as: “a structured educational strategy integrating classroom studies with learning through productive work experiences in a field related to a student’s academic or career goals. It provides progressive experiences in integrating theory and practice [entailing] a partnership among students, educational institutions, and employers, with specified responsibilities for each party” (Fleming & Martin, 2007). Zopiatis (2007) expands the definition towards the hospitality industry as a: “learning experience, paid or unpaid, within an approved hospitality agency/organization/corporation, under the direct supervision of at least one practicing hospitality professional and one faculty member, for which a hospitality student can earn academic credit” (p.11).

In the hospitality industry, an internship is also known under other terms including, cooperative education, cooperative (learning) educational placements, experiential learning activity, field work practicum, industrial (industry) placement, sandwich placements, supervised (practical) work experience (SWE), work placement and vocational training (Busby, Brunt, & Baber, 1997; Leslie & Richardson, 2000; Solnet, Robinson & Cooper, 2007; Waryszak, 1997, Zopiatis & Theocharous, 2013). The terms internship and placement will be interchangeably used throughout this thesis and will focus on student internships as opposed to other kinds of such practices as management trainee practices (Zopiatis 2007, p. 75) or internships lecturing staff undergo. These terms denote a period spent at any stage during the students' academic preparation (in this case towards their bachelor's degree) at hotels, restaurants or any other hospitality or tourism-related organization.

Student-interns are expected during this period to develop generic skills (e.g., communication, decision making, problem-solving skills) and professional insights by applying gained academic knowledge into the work setting. Moreover, students would have the opportunity to network, explore career perspectives, and obtain job offers (Eraut, 2008). For this to happen, interns typically perform activities depending on the area or division either of their interest or as required by the academic institution or the internship site. In the room's division of a hotel for example, along with such daily operations as checking-in and out guests, and entering information into computer files, they conduct managerial tasks when assisting a supervisor in creating schedules or helping organize training sessions for newly hired employees. In this context, student-interns interact with guests, co-workers, supervisors, and regularly with their mentors from the academic institution overseeing their progress. In this vein, hospitality education provides opportunities to pursue careers in a variety of work environments due to the diversity of experiences during the program. Depending on the context, placements vary in length, and structure; they might be mandatory or optional, paid or unpaid contracts; regardless the case, some authors indicate that students should experience a variety of areas within the industry to judge their differences and perhaps match the experience with their career expectations and aspirations (e.g., Brown, Thomas & Bosselman, 2015).

An increasing demand for work-based experiences stemming from rising numbers of students entering higher education and the need to prepare interns for employment, has prompted an interest in internship-related topics worldwide for the last years (Coll & Zegwaard, 2011). Internships are perhaps the most important link between higher education institutions and the

hospitality industry (Busby, 2005), and are regarded as an essential aspect of programs that have a vocational orientation as compared to more academic programs. Internships are relevant components of hospitality management curricula because they enable students to make a connection between theory and practice. Hence, since "the classroom is not reflective of real life in a hospitality establishment" (Downey & DeVea, 1988, p. 20), increasing attention has been given to environments that allow students to develop relationships, networks and carry out practices within material settings as a requisite for students to attain improved adaptation to the industry upon graduation. Internships have been regarded as a 'dominant form of work experience,' and as 'a form of networking capable of enhancing innovation,' to the extent that governments have perceived the necessity to formally define its role in education due to its importance to national economy (Virolainen, Stenström & Kantola, 2011). This perceived relevance has prompted vocationally-oriented hospitality programs to adopt and even to require such practices as an essential part of the curriculum (Kennedy et al., 2015). Moreover, Chi and Gursoy (2009) found that of all the factors influencing recruiters and human resources managers regarding career services for graduating students, the internship was the most prominent.

2.2.1 Review of studies: understanding what gives rise to successful internship experiences

This section reviews existing studies on recurrent topics on internships relevant for this investigation; it also identifies potential limitations and absences within these studies to be addressed in my investigation, thereby contributing to knowledge and professional practice. Research on internships has broadly focused on investigating the relevance of placements and capitalizing on the benefits of internships (Coco, 2000; Haddara and Skanes, 2007; Jack, 2011; Lee, Chen, Hung, and Chen, 2011; Maertz, Stoeberl and Magnusson, 2014; Walo, 2001; Zopiatas & Theocharous, 2013); minimizing the drawbacks associated with internships (Agget and Busby, 2011; Eraut, 2008; Perlin, 2012; Petrillose and Montgomery, 1997); understanding expectations, perceptions and satisfaction (Akomaning, Voogt and Pieters, 2011; Chen and Shen, 2012; Cho, 2006; Waryszak, 1997; Yiu and Law, 2012); understanding students' motivations (Brown, 2011; Eurico, do Valle and Silva, 2013; Fong, Lee, Luk and Law, 2014); and on internship influence on student's career decisions and aspirations (Agget and Busby, 2011; Brown, 2011; Chen and Shen, 2012; Ko, 2008; Lee and Chao, 2013; Robinson, Ruhanen and Breakey, 2016). These topics will be discussed next.

Capitalizing on the benefits of internships

Supported with various studies, Maertz Jr, Stoeberl, and Marks (2014, p. 127) summarized the potential benefits and drawbacks of placements for the primary stakeholders in internship programs. The author suggested that having an enhanced understanding of and capitalizing on the benefits of internships could contribute to building successful internship experiences for stakeholders. Students benefit by gaining enhanced understanding, knowledge, work habits and skills/competencies related to the specific job, the employing companies, career paths and the industry; moreover, they are more likely to transit smoothly from study to work, obtain employment and job advancement earlier and gain starting higher salaries than non-interns. In this sense, internships could be considered “realistic job previews” (Woo Ko, Chun, & Murdy, 2007, p. 29). In addition to contributing to developing skills/competencies of interns (Walo, 2001; Jack, 2011), placements enhance a student’s ability to adapt to unfamiliar environments (Lee, Chen, Hung, and Chen, 2011). Internships assist students in coping with the cultural entry shock upon entering the workplace and allowing them to be aware of the importance of becoming adaptable and creative to face the constant changes in the world of work (Coco, 2000). Furthermore, Binder et al., (2015) demonstrated that internships have an added significant effect on graduates’ intentions for further academic plans; regardless of the characteristics of the students, the chances for attaining high-class degrees doubled when students had an internship experience.

Capitalizing on these benefits, efforts toward successful internship as Wang et al. (2015) suggest, entail providing training, meetings, or workshops for students before internships to help them transit more smoothly from school to real work settings. Ongoing efforts require, on-the-job training and work enrichment, involving task orientation and variety, challenging but realistic work; supervisory support; enabling more autonomy, participation in decision making not merely following policies and procedures, and coworker cohesion by having student work with experienced employees (Eraut, 2008, Lam & Ching, 2007; Tse, 2010; Waryszak, 1997). These efforts should be supported with academic coursework relevant to the intern’s placement areas (Kim, McCleary & Kaufman, 2010, p. 9). Moreover, interns should be compensated and be treated equally as other employees to recognize their contributions (Chen & Shen 2012; Jack, 2011; Kelly-Patterson & George, 2001), and enable career orientation opportunities for example through networking (Sibson & Russell, 2011).

Benefits from an internship to students as above indicated, also extend to employers and educational institutions according to Maertz Jr et al. (2014) and Zopiatis and Theocharous (2013). Employers potentially benefit because interns are an effective human resource strategy that might support the existing staff with daily operations, novel or fresh ideas, enthusiasm, willingness to learn and the possibility to join the company after graduation. Educational institutions benefit from incorporating practice into academic content to improve student preparation for employment, potentially supporting marketing, rankings and accreditation efforts, and enhanced relationships and loyalty among students, parents, companies, and community. As Zopiatis and Constanti (2012) summarized it, the educational institutions can build and maintain close ties with the industry; incorporate adaptations and revisions to curriculum specifically to course content and realize social responsibility gains by enhancing their contribution and commitment to the community. Summing the benefits for stakeholders, Coco indicates: “internships are a win-win situation for everyone, and the synergistic effect of the relationship among student, host company, and university benefits all participating parties.” (2000, p. 44).

Haddara and Skanes (2007) however noted that results from research regarding benefits of internships to students appeared inconsistent and contradictory at times as many factors might affect such results; institution location and services provided to students, internship coordinators’ competencies, students’ interests and abilities, the economic state of the industry, the activities of the institution and industry-institution synergies (pp. 73-74) were identified. Zopiatis and Theocharous (2013) similarly critiqued the limited focus of studies on ‘perceptions as to what constitutes a successful internship experience’; the authors suggested that claims on the benefits might need to be revisited and substantiated as these might distort expectations of students ‘and further serve to enhance the industry-academia gap’ (pp. 36-37).

Minimizing drawbacks associated with internships

Maertz Jr et al., (2014) suggested that understanding and minimizing drawbacks associated with internships could also contribute to building successful internship experiences. Previous studies in this area (Choy, 1999; Holyoak, 2013; Petrillose & Montgomery, 1997; Stalcup, 2002 and Eyler, 1992; Yiu & Law, 2012) however indicated further research is needed to determine whether the resources invested in many programs compensate the learning

outcomes; its contribution to academic preparation; and that placements do not necessarily translate into positive learning experiences. Further, recurrent issues associated to placements concern inadequate or lacking supervision; coordination and evaluation; limited involvement or support from industry; and inconsistent views on what an internship entails (e.g., Petrillose & Montgomery, 1997). Moreover, very often such experiences are associated with intern's exploitation and uncertain learning outcomes and career advancement (Perlin, 2012). Consistent with hospitality-related studies (Agget and Busby, 2011; Busby, Brunt & Baber, 1997; McMahon and Quinn, 1995; Singh & Dutta, 2010), Maertz Jr et al., (2014) synthesized and classified drawbacks or pitfalls of internships. Unclear, unrealistic or unchallenging goals, expectations and tasks; inadequate training, monitoring and feedback from both employer and school, and lost opportunity costs appear to affect interns. Drawbacks to industry employers include little or no benefits from interns given resources invested (e.g., time and effort), interns lacking competencies hindering work designed for them, and possible legal issues for non-compliance with interns' contracts.

Drawbacks for the educational institution include increased administration, time, and money invested on interns compared to benefits; underappreciated efforts leading to decreased staff motivation and morale; and potential legal issues arising from negligent oversight. Agget and Busby (2011) and Eraut (2008) also identified problems associated with internships related to interns' lack of drive, determination, and understanding of the value of practices; many interns might not be proactive in capitalizing on learning opportunities, the potential benefits of seeking valuable relationships with key players (e.g., mentors), network development, and feedback.

Thus, building successful internship experiences by understanding and addressing related drawbacks, entail proper design and planning of the internship program clarifying standards, goals, and expectations of the three stakeholders in advance. It is necessary to draft and implement a job description, and a contract as necessary, especially at contexts where there is lack of structure, unclear practices and interns' exploitation situations (Richardson & Butler, 2012). Efforts additionally necessitate considering student-interns' generational characteristics, the educational institution's needs, and the industry as earlier stated as part of human resources policy involving selection and orientation strategies aimed to enhance interns' adaptation to the workplace. Students should take a more proactive attitude, clarifying their own goals, being responsible for their learning and capitalizing on the opportunities

towards career development. Stakeholders in charge of placements should thus assist interns to achieve “career maturity,” or “the way in which an individual successfully completes certain career development tasks that are required according to his current developmental phase” (Super, 1977, p. 294).

These studies identified benefits and drawbacks, in helping to understand what gives rise to successful internships experiences. Even though related to social and material dimensions which is a focus in this investigation, these dimensions have not been considered as such within this body of literature and their potential influences on learning on placement, considering the point of view of the three primary stakeholders.

Understanding expectations, perceptions and satisfaction

The above-mentioned benefits and drawbacks might impact expectations, perceptions, and satisfaction of the primary stakeholders, which are essential in understanding what gives rise to successful internship experiences, and constitute another recurrent topic within the body of literature (Blomme et al., 2009; Chen & Shen, 2011; Cho, 2006; Fong et al., 2014; Fox, 2001; Lam & Ching 2007; Petrillose & Montgomery, 1997; Singh & Dutta, 2010; Yiu & Law, 2012, Waryszak, 1997, 1999, 2000). Cho (2006) for example discussed differences between “expectation before placement and satisfaction after placement” and identified the importance of preparing students on issues likely to be experienced on placements as task orientation, autonomy support from supervisors, cohesion with coworkers and remuneration (p. 75). Early studies of Waryszak (1997, 1999) and Fox (2001) indicated that students feel discouraged to join or remain working for the industry if they have had negative internship experiences. The authors underlined the importance of identifying stakeholders’ expectations and comparing these with actual work environments to determine if there are potential problems such as mismatching leading to dissatisfaction. Waryszak (1999) took an international perspective to investigate the expectations of placement students in Australia, The Netherlands, England, and Scotland; as in other studies, interns expected more involvement and participation in decision making, task orientation, and overall support.

Building on Schmitt (1999) marketing conceptual framework, Chen & Chen (2011) categorized students’ internship experiences into positive and negative each comprising of sensory, affective, creative, physical and relational experiences; because they have behavioral

effects on how students perceive, are satisfied with and decide upon their internship, the programs need to be properly planned and coordinated. Following this line, Cho's (2006) study in Taiwan and Lam & Ching's study in Hong Kong found interns' overall expectations were unmet; especially in such relevant aspects to them as teamwork, involvement, autonomy and support and encouragement from superiors as the later authors indicated (2007, p. 348). Concerning the perspective of the industry, a study in India and the UK, by Singh and Dutta (2010) concluded that employers perceived underperformance among interns as compared to expectations. Involving the perspective of all the primary stakeholders, Akomaning, Voogt, and Pieters (2011), found contrasting views regarding academics' involvement; collaboration between the educational institution and the industry, and time dedicated to the internship. Considering these unmet expectations, some of these studies recommended the appointment of a full-time member of the staff to function as placements coordinator and increase the involvement of lecturing staff in coordinating and overseeing students' progress. The critical role mentors play during placements and the importance of having individuals with the appropriate skills and knowledge needed to guide interns cannot be underestimated (Keating, 2012); which among other functions should include visits to the placement sites (Petrillose & Montgomery 1997) and maintain close synergies with the other stakeholders.

The above discussed industry-academic institution linkages have been identified as a trend in higher education (Altbach, Reisberg & Rumbley, 2009). Research, however, indicates that relationships between academic institutions and the industry are often haphazard, lacking focus, commitment, and resources (Solnet, Robison, and Cooper, 2007, p. 66). As hosting companies' involvement and support are critical, relationships and partnerships should be built, established, and maintained among all stakeholders (Akomaning, Voogt & Pieters, 2011); this according to Zopiatis & Theocharous (2013) could be achieved 'through innovative practices, commitment, and a genuine hospitality vision' (p. 44).

Some of these studies offered a glimpse into some social or material aspect possibly shaping interns' expectations, perceptions, and satisfaction associated with internships. However, none of these studies addressed the impact of artifacts or spaces on placements, a gap in literature this investigation aims to fill.

Understanding student-interns' motivations

In addition to investigating expectations and satisfaction from internships, successfully building placements might involve considering students' motivations. Fong et al., (2014) investigated the way hospitality students selected internship companies based on aspects they perceived as important and driven by either objective factors, subjective factors or critical contact factors. The authors employed a cluster analysis to generate four types of students fitting the mentioned factors. Students driven by objective factors (e.g., wages, benefits, and opportunities for advancement) fall under 'learning enthusiasts'; students influenced by subjective factors (e.g., such emotional/psychological needs as work environment, supervisor and coworker friendliness, and reputation or image of the organization) fit within the 'social support' and 'brand seekers' clusters. Finally, 'school followers' represent those students without a clearly defined preference and driven by their experiences with the organization (e.g., as customers) or their knowledge about the perspective organization (e.g., as being affiliated to their educational institution). The study suggests that stakeholders overseeing students commencing internships, should investigate their motivations and classify them into clusters. The aim is to achieve an enhanced organization-students match potentially leading to satisfaction with the placement, the possibility of the interns to remain with that employer, or at least their willingness to join the industry. Furthermore, Eurico, do Valle & Silva (2013) indicated that satisfaction could benefit the institution as graduates might be motivated to undergo further studies at this site and might recommend the program to other prospective students.

This body of research has suggested that internships enable graduates "to confirm their careers expectations" (Brown, 2011, p. 77) and shape their perceptions about employment conditions in the hospitality industry. However, Keating's (2012) suggested that students' enthusiasm and satisfaction about a career in this industry tend to decrease during and after the placement. A question thus remains about how social and material aspects of practice during internships shape these motivations. This is a literature gap my study aims to address, due to the relevance of understanding students' motivations as an essential factor to successful placements.

Another essential factor in investigating what gives rise to successful internship experiences is that of understanding internships as influencing student's career decisions and aspirations, which body of research is the focus of next section.

Internship influence on student's career decisions and aspirations

Compared to classroom learning, internships and other real-world experiences have been regarded as important factors influencing interns' career decisions (Kim et al., 2010); such experiences should be successful in enhancing graduates' intentions to work for the industry (Chen & Shen, 2012; Ko, 2008; Petrillose & Montgomery, 1997). Various studies have identified the most prominent contributing factors shaping such intentions; while Chen & Shen's (2012) study identified planning and industry involvement, Ko (2008) found that administration and learning factors influenced interns' confidence about future careers the most, while supervision, environment, and interpersonal relations did not. In contrast, Brown (2011) encountered such factors as a pleasant working environment, workload and compensation as exerting much influence on decisions to remain working for the industry. Similarly, Lee & Chao (2013) identified the contextual factors of interpersonal recognition, benefits, supervisor leadership, job arrangement, and training as influencing student-interns' intentions to pursue hospitality employment after graduation. Siu, Cheung, and Law (2012) developed a conceptual framework to be applicable to the hospitality internships situation by compiling related literature on how core job characteristics interrelate with work-life balance; they observed that the latter aspect is undoubtedly relevant due to the demanding characteristics of employment in the industry (i.e., low pay, long working hours). Regarding the issue of job characteristics, Agget and Busby (2011) indicated that assigning interns unrealistic, unchallenging or demeaning tasks, might negatively affect their perception of working in the hospitality industry.

In addition to the above-discussed, understanding student-interns' generational aspects seem to influence expectations, perceptions, and satisfaction regarding internships and consequently in shaping their career decisions and aspirations. However, some authors warn that despite the interest in understanding generational aspects, there is limited empirical evidence about millennials than about any other generation (Twenge, Campbell, Hoffman, & Lance, 2010) and particularly scarce in the hospitality industry. Despite this, Earle (2003) and Twenge et al., (2010) indicate that, compared to their predecessors, Generation Y or Millennials (those born from roughly the early eighties through to the turn of the millennium) appear to be more critical on job environment, less committed, open to change and tend to seek opportunities elsewhere as result of dissatisfaction. According to Earle (2003), millennials value job content; recognition for their efforts and ideas and attention to their career development

prospects; informal, diverse and tolerant workplaces with social contact among colleagues and coworkers; and physical environment featuring the latest technology (pp. 247-248). Moreover, according to Martin (2005) and Morton (2002), a sense of responsibility and feeling valued and appreciated by the organization characterize millennial students, which might influence their willingness to pursue a career in hospitality. Understanding these characteristics, hosting companies for interns and educational institutions could investigate ways to appropriate place interns addressing their internships' needs, interests and expectations; because the hospitality industry struggles with the issue of attracting and retaining qualified human resources (Lee & Chao, 2013), this could provide the interns with a conducive environment to develop their careers (Barron, Maxwell, Broadbridge & Ogden, 2007, p. 119).

Kolb and Kolb depict a successful learning environment as one that fosters growth-producing experiences, going beyond the subject matter to be learned, and including the physical and social environment where 'quality relationships' should develop; one that considers and respect learners' previous experience they can use and revisit as new ideas arise; one that embraces differences regarding individuals' expertise, believes and ideas, life experiences and values; one that enables conversation, acting and reflecting on experiences taking feelings and emotions into account; enabling a supporting trusting climate where learners are recognized, valued and respected (2005, pp. 205-209). Finally, Maertz, Stoeberl, and Magnusson (2014) synthesized research literature and consulted practicing experts to find 'best-supported success factors' in internships. They indicated that research around internships has had a limited focus merely considering individual stakeholders' perspectives (an intern's, a university's or an internship supervisor's) rather than a holistic scope. Adopting a strategic human resource perspective, the authors concluded that research should go further to 'building or managing an internship capability' (p. 304); such 'capability' entails being able as an organization to 'reconfigure business systems and redeploy resources rapidly, as a source of competitive advantage' (p. 304). In their view, this might entail seeing interns not just as a low-cost option to cover organizations' immediate staffing needs but rather as contributors of long-term competitive advantage.

These studies provided insights into how internships influence student's career decisions and aspirations. However, there remains a gap in how social and material aspects of internships in hospitality shape future orientations as no study seems to agglutinate the above discussed

dimensions within an empirical qualitative approach, considering the point of view of the primary stakeholders of an internship hospitality program.

2.2.2 Gaps in hospitality internships literature

The reviewed literature on hospitality placements provides insights into what is perceived as essential in successful internship practices that satisfy the needs, interests and expectations of primary stakeholders. However, the discussions indicated that the studies do not fully provide insights into how the primary stakeholders in a hospitality internship perceive social and material dimensions and their potential implications for learning and development. My approach to finding gaps in relevant studies on the topic mainly entailed two strategies. First, as Webster and Watson (2002) suggested, I visited the websites of prominent journals on the field of internships in hospitality industry, for example, the Journal of Cooperative Education and Internships, the Journal of Hospitality, Leisure, Sport & Tourism Education, the International Journal of Contemporary Hospitality Management and others. I then typed key words on the key concepts search field, for example, “sociomaterial,” “sociomateriality,” “social materiality,” “socio-material,” “socio-materiality,” and “sociomaterial practice.” I did this in combinations with the words theories, perspectives, hospitality tourism service industries, cooperative education, internships, placements, and workplace learning. Alternatively, I searched in google scholar for these terms and combinations. The searches yielded only a few findings as described next.

The aspects mentioned above, as Jack (2011) observed, have not been treated holistically within the existing hospitality research, and usually limited to employing quantitative methods on such recurrent topics as the extent to which internships contribute to management competencies development among student-interns. My investigation centers on employing a qualitative approach seeking individuals’ point of view on how they ‘perceive things’ (Silverman, 2010) and provide rich accounts of their lived experiences, thereby being more appropriate to study sociomaterial dimensions as compared to a quantitative approach. From the research products utilizing the qualitative approach, only a limited number entail the perspective from the primary stakeholders namely student-interns, academics and the industry. In fact, according to Yiu & Law (2012) and Lee (2014), research studies comprising the perspectives of the primary stakeholders on the hospitality internship are scarce. Henry, Rehwaldt, & Vineyard (2001) suggested that agreement, understanding, or congruence among

these three stakeholders is essential to ensure cooperative success of programs (p. 31). Unlike this survey-based study which was not hospitality industry related, Zopiatis and Constanti (2012) also observed that to ensure a successful hospitality related internship experience, a crucial factor is a harmony between the needs of the three stakeholders; this investigation however, was a conceptual framework rather than an empirical qualitative study.

While research on hospitality internships abound, little or no attention has been given to explore both social and material dimensions within an internship context. For example, in considering the way interns respond to uncertainty, ambiguity, lack of structure and inadequacy in the placement environment and how learning is grounded in those social and material conditions which students face on placements. In an investigation on sociomaterial perspectives as applied to internships, Dean, Sykes and Turbill suggested that much research on placements focused on individual, formal learning offering 'post- placement' accounts with very limited work on informal learning of students as they participate on placements (Dean, Sykes and Turbill, 2012; Dean, 2015). The above discussions mean that social and material dimensions are important areas to address as these carry important implications for hospitality education and professional practice. The emphasis of this study is to gain an understanding of how these dimensions in connection impact individuals at work settings, which is the focus of the next section.

2.3 Theoretical framework: Practice-based approaches and Sociomaterial perspectives

2.3.1 The practice-based approach

The very nature of hospitality work and internships revolve around doings, relationships, interactions, networks, and material dimensions which form the area of interest of this study. The practice-based approach in this thesis adopts Kennedy, Billett, Gherardi & Grealish's (2015, p. 48) conception that relates to work integrated learning, or an experience located off-campus at workplaces where interns engage in work practices, attitudes, and agency. This theoretical approach is essential to understand what and how interns learn in working environments and how various factors enable or constrain learning. The approach is also essential because it challenges the standard paradigm of learning which regards learning as being transmitted to and occurring in isolation in the minds of the individual acting as a

‘spectator,’ disregarding context, social and material dimensions of learning (Beckett & Hager, 2002; Gherardi, 2009).

This study focuses on understanding the internship as a ‘practice’ and the environment within which it happens. Practices have generally been defined as ‘embodied, materially mediated arrays of human activity centrally organised around shared practical understandings’ (Schatzki, 2001, p. 2). Practice from an organizational point of view has been described as individuals’ everyday dynamic, and ongoing activities performed either as routine or as improvised situated actions at different settings over time (Feldman & Orlikowski, 2011, Gherardi, 2001). Practices are meaning-making, identity-forming, and order-producing activities (Chia and Holt, 2008; Nicolini, 2009b), which go further than the mere conception of practices being ‘things people do’ (Hopwood, 2016). Tara Fenwick specified the various kinds of practices in work settings entailing the more explicit and visible ‘codified approved practices’ involving professional standards or everyday routines and those making these possible entailing ‘adaptive practices’ such as workarounds and rule bending. The author explains that there are also more implicit taken for granted practices including knowledge practices, tool practices, conversational practices and transgressive practices. These ‘embodied, materially mediated’ dimensions of practice, the author argues, are an under-researched area of practice-based learning (Fenwick, 2012, pp. 67-68).

As earlier noted, a trend in higher education is the demand for internships as these practice-based experiences aim at preparing students for employment; this trend has also been evident within hospitality programs which explains a growing interest in research in this area (Coco, 2000; Zopiatis & Theocharous, 2013). Along with this trend, Fenwick, Nerland, and Jensen (2012) identify and summarize trends in society bringing about changes in the conditions for professional practice. The authors maintain that in addition to an evidenced increased focus on performance indicators and external audits, practitioners are facing requirements to work in collaboration with other professions to address emerging issues in society; also, that customer-orientation, and increased accountability to both clients and public, have created new responsibilities and opportunities for practitioners. Within the restaurant sector, for example, it is becoming standard practice to ask guests whether they have an allergy or intolerance to a food ingredient; this creates the need to adapting practices to accommodate needs and expectations of the guest with direct implications for both employees and interns’ learning and development.

Workplace learning

A wide range of studies from scholars including Kolb, Dewey, Lave & Wenger, and Bordieu, investigated what and how people learn in work settings and the various factors influencing learning. Kolb (1984) experiential learning theory posits that experience plays a prominent role in generating knowledge as the learner goes through a cycle involving experiencing, reflecting, thinking, and acting. Applied to business education this learning can take place in real-world settings outside the classroom for example in an internship at a workplace environment. Learning at these environments has been regarded as ‘pragmatically grounded’ since there is an interdependence between theory and practice (Dewey, 1938) and individuals’ actions are modified by experience which in turn also affect the quality of succeeding experiences (Dewey, 1997, pp. 26–27). Lave & Wenger (1991) added that learning is also ‘situated’ as a working individual undergoes a process involving acceptance, engagement, supervised participation and acquisition of a desired level of mastery through legitimate peripheral participation. Of special attention is participation in ‘communities of practice’ as Wenger (1998) explains,

Things have to be done, relationships worked out, processes invented, situations interpreted, artifacts produced, conflicts resolved. Nevertheless, pursuing them always involves the same kind of embodied, delicate, active, social, negotiated, complex process of participation. (p. 49)

In this line of thought, Eraut (2004; 2007; 2008) identifies various types of learning taking place in workplaces. Compared to formal learning which usually locates at educational institutions, informal learning occurs at a broader range of such contexts as workplaces, and it is characterized as ‘implicit, unintended, opportunistic and unstructured’ (Eraut, 2004); as being ‘part of the job’, (Boud & Middleton, 2003), and appearing to be much bound to context and contingency (Guile & Griffiths, 2001; Moses & Knutsen, 2007). In his typology of learning processes which was later applied in a study on internships (Eraut, 2011), the author adopts a relational stance showing that learning results from daily practices, working with others including colleagues and customers, addressing tasks, adopting various roles, solving problems, working on ones’ skills (Table 1 below).

Table 1

A Typology of Early Career Learning (Eraut, 2008, p. 149)

Work Processes with learning as a by-product	Learning Activities located within work or learning processes	Learning Processes at or near the workplace
Working alongside others	Asking questions	Being supervised
Working with clients	Getting information	Being coached
Participation in groups	Locating resource people	Being mentored
Consultation	Listening and observing	Shadowing
Tackling challenging tasks and roles	Reflecting	Visiting other sites
Problem solving	Learning from mistakes	Conferences
Trying things out	Giving and receiving feedback	Short courses
Consolidating, extending and refining skills	Use of mediating artefacts	Working for a qualification Independent study

The author further indicates that such factors as supportive relationships involving feedback, trust, and appropriately challenging allocated and structured work, influence learning. These factors are important as they impact interns' confidence, commitment, personal agency and motivation to learn, all depending on the context of the learning situation (Eraut & Hirsch, 2010, p. 31). Furthermore, these factors are relevant because "If there is neither a challenge nor sufficient support to encourage a person to seek out or respond to a challenge, then confidence declines and with it the motivation to learn" (Eraut, 2004, p. 269). Ashton (2004) related motivation to learn with organizational constraints. The author argues that even though previous experiences influence students' motivation to learn, this motivation interacts with organizational constraints depending on how access to information and knowledge is facilitated; on opportunities to practice and develop new skills; and on how learning processes are supported and rewarded (p. 45).

Understanding how professionals learn at work could contribute to enhancing learning during a placement according to Eraut (2008), which is essential to be able to adequately prepare students for their internship experiences (Fleming, 2015). To better understand practice-based experiences at the workplace and be able to propose enhancements, it is necessary to be aware of the approach or model of work experiences at play within organizations. Guile & Griffiths (2001) discuss the different approaches programs in different contexts adopt, as depicted in Table 2. Each of them features both weaknesses and strengths; for example, traditional

models assume students will adapt to the workplace and assimilate the required knowledge, skills, and attitudes, a scope the authors regard as limited since it sees learners as ‘containers’ (Lave, 1993); moreover, the researchers state that most models do not place much relevance on contextual factors of workplaces.

Table 2

A Typology of Work Experience (Guile & Griffiths, 2001, p. 119)

Model of Work Experience	Traditional Model	Experiential Model	Generic Model	Work Process Model	Connective Model
Purpose of work experience	‘Launch’ into work	‘Co-development’ between education and work	Key skill/ competence assessment	‘Attunement’ to work environment	‘Reflexivity’
Assumption about learning and development	Adaption	Adaption and Self-awareness	Self-management	Adjust and transfer	Vertical and horizontal development
Practice of work experience	Managing tasks and instructions	Managing contributions Plus recording experiences	Managing action-plan and learning outcomes Plus managing situations	Managing work processes, relationships and customers Plus adding value for employer and supporting employability	Working collaboratively to apply and develop knowledge and skill Plus ‘boundary crossing’, ‘entrepreneurial liability’
Management of work experience	Supervision	Arms-length supervision	Facilitation	Coaching	Developing and resituating learning
Outcome of work experience	Skill acquisition Knowledge of ‘work readiness’	Economic and industrial awareness	Assessed learning outcomes	System thinking	Polycontextual and connective skills
Role of education and training provider	Provide: formal preparation programme	Facilitate: briefing for and debriefing of work experience	Build: portfolio of achievements	Support: reflection-in and on-action	Develop: partnerships with workplaces to create environments for learning

Addressing the shortcomings of the existing approaches, the authors propose the ‘connective model’ by introducing the concept of ‘reflexivity.’ Fullagar and Wilson (2012) embrace the concept of reflexivity in hospitality and tourism studies as a practice, ‘a way of doing, thinking and transforming knowledge as we live it.’ (p. 1). The connective model also entails seeing the work environment as ‘interconnected activity systems’ where students participate

in and become ‘boundary crossers’ (Engeström, 2001) between different ‘communities of practice’ (Wenger, 1998); and involves understanding learning as ‘situated’ and revisiting existing links between formal and informal learning (Guile & Griffiths, 2001, p. 125). Importantly, the later model suggests a closer relationship among stakeholders especially industry and the educational institution as partnerships can be developed to create ‘environments for learning’; which is one of the conditions regarded as essential for an internship practice.

Practice-based perspectives here addressed, help to understand what and how individuals learn at work and what facilitates and constraints their learning from a performative relational approach. While these perspectives provide insights into social, cultural and contextual factors about practices in work contexts (e.g., Beckett & Hager, 2002), there has been increasing attention to the importance of material dimensions in education and workplace environments (Fenwick, Nerland, and Jensen, 2012; Gherardi & Nicolini, 2000; Orlikowski, 2006). These dimensions, however, lack attention within the literature on placements, particularly on hospitality education. The next section explains the sociomaterial framework indicating their relevance to this study and will aim to discern weaknesses in existing literature on hospitality internships.

2.3.2 Sociomaterial perspectives

Introduction

"Instead of examining only human actors, their individual skills and their social inter-relationships, a sociomaterial view treats the social and material elements of knowledge practices as entangled and mutually constitutive. Materiality is particularly highlighted, revealing ways that bodies, substances, settings and objects combine to actually embed and mobilise knowledge, materialise learning and exert political capacity." (Fenwick, 2014, p. 265)

Sociomaterial perspectives are theories that examine both social and material aspects of practices to help understand and support higher education, organizational and professional learning and practice (Fenwick & Edwards, 2013; Hager et al., 2012; Orlikowski, 2007). The statement above underlines the term ‘materiality,’ which broadly encompasses objects, texts, tools, technologies, bodies, discourses and actions not as separated entities from humans, but

rather as actively interacting with them (Fenwick, Nerland & Jensen, 2012). Materiality here is not solely seen as a 'brute' inanimate 'thing' but something that carries meaning (Carlile, Nicolini, Langley & Tsoukas, 2013) which seem to exert much influence on people's doings and learning. Trede, McEwen, and Sheenan, (2013) assert that material aspects appear to be very important since they serve as 'mediating elements for learning at the workplace.' Moreover, they may ensure coordination, stabilization, and control, they might also destabilize, create conflict and disturbance (Svabo, 2009).

Artifacts or objects are recurrent aspects within sociomaterial perspectives to investigating work settings. A distinction between these two terms seems to be unclear within the sociomaterial literature; the understanding of the term 'artifact' itself remains limited and undertheorized (Rafaeli & Pratt, 2013; Weißenfels et al., 2016). Rafaeli and Pratt (2013) define them as 'inanimate objects introduced by organizational members into organizations', entailing more than something that 'allows people to do things'; instead, artifacts convey instrumental, symbolic and aesthetic properties (pp. 9-11). More specifically, Williams and Walkington (2015) refer to practice-based learning artifacts as 'paper and digital organizational documents, narratives and resources that describe and prescribe practices of work integrated learning' (p. 100). The authors, for example, suggest that forms academics overseeing students on placements complete, and placement workbooks can be considered as artifacts carrying much meaning for practice and stakeholders involved. These documents can, for example, enable adherence to policies, negotiations and decision making (p. 104). Artifacts can also be written rules (Miettinen & Virkkunen, 2005) and do not only function as a means for structuring work but also for sharing information (Eraut, 2007, p. 416). Horan, Finch, and Reid (2014) defined objects as "stable things which are used in a way that helps in making things happen in practice [and] no way of contesting what is happening"; the authors mention institutions, financial instruments, technologies, decision making, design, service delivery, strategies and discourses as objects (pp. 3-4). The authors make a distinction with artifacts they describe as exhibiting 'cultural and situated qualities and histories deemed to be significant' and indicate that people in organizations can transform objects into artifacts. They suggest that an intern's reflective logbook, for example, can be regarded as an artifact as it 'embodies 'academic credit' and progression in ones' studies,' it is shared and able to 'determine performative actions' (p. 14).

Like artifacts, spaces are much relevant to investigating practices and individuals at work settings. For example, physical layouts of working areas may involve, according to O'Tool (2001), 'role associations, symbolic meanings and messages about structure and power in the organization' that might hinder or enable learning, while possibly influencing organizational goals. (p. 13)

Various authors reveal the limited attention given to material dimensions within the existing research on practice and learning. For example, Barad (2003, p. 801) wrote: "Language matters. Discourse matters. Culture matters. There is an important sense in which the only thing that does not seem to matter anymore is matter". Carlisle et al. (2013), indicate that "attention to objects and materiality, more broadly, both in organization studies and the rest of social science has been limited." (p.2). Fenwick stated that materials tend to be ignored or "relegated to brute tools subordinated to human intention and design" (2015, p. 84). Sørensen (2009), similarly critiqued that there was a 'blindness toward the question of how educational practice is affected by materials' (p.2); Fenwick, however, argued that although materials have been regarded as secondary, there is a 'growing educational interest in understanding everyday material and social inter-relations' (2015, p. 84). The importance of material aspects to the context of this study will be explored further, later in the chapter.

Sociomaterial theory overview

Sociomaterial perspectives entail various related theories such as activity theory (AT), cultural-historical activity theory or CHAT, actor-network theory (ANT), and spatiality theory. Building on Leont'ev's and Vygotsky's work, Engeström (1987) further developed what is known as the activity theory, employed, for example, to understand and analyze organizational activity. Using the 'activity system' as the unit of analysis (Figure 1), Engeström explains how rules can influence individuals (subjects) attempting a purpose (object) through mediating artifacts (e.g., tools), other individuals (community) among whom work is structured, distributed or organized (division of labor).

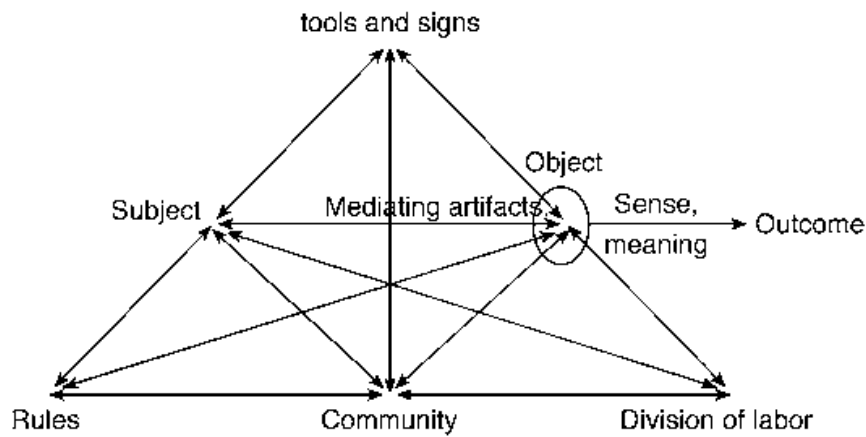


Figure 1. The structure of a human activity system (Engeström, 1987, p. 78).

Sociomaterial perspectives have been employed to investigate a variety of practice-based experiences including, clinical and healthcare practices (Hopwood, 2016; Fenwick, 2014; Kilminster et al, 2010); teaching practices (Mulcahy, 2012); cultural production in the film industry (Strandvad, 2011); and technology in work settings (Orlikowski, 2007). In Fenwick (2014) for example, the author explores the variety of incidents and issues practitioner teams face and negotiate in a mental health care unit, to illustrate ways knowledge circulates in professional practice. Hopwood (2016) offers an extensive account on how sociomaterial dimensions of times, bodies, spaces and things can be examined to understand learning and professional practices better at a residential unit, a playroom, a nurses' station, and at family homes.

Fenwick (2015) explains that although sociomaterial theories feature differences they do share common approaches: First, the social and the material are entangled, intra-act or act together and are dynamic in practice (Barad, 2007; Orlikowski, 2010); second, materials are 'heterogeneous' elements, all having 'embedded histories' of how and why they were created, used and changed over time; third, new possibilities and patterns emerge in uncertain and unpredictable manner as 'things, bodies and actions' influence one another without giving privilege to human intentions; fourth, the social and material 'perform into existence in webs of relations', they act collectively not solely in terms of concepts meanings, feelings, skills or agency of particular individuals. (Fenwick, 2015, p. 86; Fenwick, Nerland & Jensen, 2012).

This investigation does not intend to employ, delve into or give preference to a particular sociomaterial theory; I believe that the complexity of the internship phenomenon needs to be

seen through a variety of theoretical lenses. Nicolini's work (2009b, 2012) for example highlights that because practices are a phenomenon characterized as multifaceted and multidimensional, it can only be studied through various approaches, by 'zooming in and out' to see connections in practices by 'switching theoretical lenses.' This rationale is supported by Hopwood (2016) who suggests that practices and learning can be effectively examined through different sociomaterial theoretical lenses enabling researchers to investigate their complexity of features and various dimensions which might be otherwise overlooked. Thus, benefiting from a 'complementarity of approaches', or eclecticism, as the author states, offers 'open-mindedness' about data and concepts thereby enriching the analysis of the phenomenon. Those readers interested in exploring sociomaterial theories more in-depth could find valuable information in Fenwick (2010; 2012) and Fenwick & Edwards (2010).

Relevance of sociomaterial perspectives to higher education research and professional work and learning

Workplace environments expose students to and immerse them in material and social dimensions of employment in a more vivid manner than do classroom settings and virtual environments (Trede et al., 2013; Billet 2001-2010). Regarding the relevance of this social and material entanglement, LeBaron (2013) added that by closely looking to individuals' actions and their consequences in organizational life, can help us to 'develop and design better practices going forward' (n.p.). Fenwick (2012) further identifies the usefulness of analyzing knowledge in work, education and professional learning through a sociomaterial lens as an emerging practice in several studies. The author has suggested sociomaterial approaches can be of use to educational research for example, to identifying and understanding patterns and unpredictable occurrences, struggles, uncertainty, negotiations, accommodations, and power relations and politics; all of which could help promote critical learning. According to the author, educators adopting sociomaterial perspectives can thus encourage learners to attend to ways materials shape their practice, knowledge, and environment, not merely tinkering, adjusting or accommodating to connections and situations but also to more actively modify, improvise and see new possibilities. Fenwick (2015) and Hopwood (2016) see uncertainty as being part of people's lives either in educational or professional work settings, and mention learning occurring when individuals deal with or tinker amidst uncertainty which can bring about novel possibilities and emerging new patterns. Hopwood (2016, p. 284) refers to Middleton and Brown (2005) describing work as characterized as much by ambiguity as by

clarity and procedure, suggesting that professional expertise involves knowing how to deal with uncertainty and ambiguity which they see as a resource.

Drawing on the work of various authors, for example, Salomon and Perkins (1998), Lave and Wenger (1991) and Cole and Engeström (1997), Eames and Coll (2006) see a placement or internship as a ‘valuable and legitimate learning strategy’ where learning is ‘socially-situated, distributed and mediated’; working relationships and social interactions take place and develop and artifacts are used (p. 8). According to these authors, during a placement, learning is ‘distributed,’ meaning that learning involves not only one person’s mind but encompasses both physical and social elements or other individuals across the community of practice and artifacts throughout the surroundings. The authors maintain that the more access the intern has to such resources, the more opportunities are presented for them to learn (p. 2). These observations might indicate that sociomaterial perspectives could provide insights into how education could aim efforts at selecting appropriate internships sites for interns, or at least to provide support that enables them to find their way at challenging practice environments.

Sociomaterial perspectives in hospitality studies and internships and gaps in literature

As previously indicated, the nature of hospitality work revolves around doings, relationships, interactions, networks, and material dimensions. Such practices involve learning and knowing taking place through an interplay among those individuals, artifacts, and doings (Gherardi, 2001). Orlikowski & Scott, (2015) argued that this interplay constructs social reality which at the same time is shaped by institutional influences. Illustrating this point of view, Gomez, Bouty and Drucker-Godard (2003, p. 122) provide a vivid example of how the concepts apply to work in food production areas: “cooking practice is a mix of personal predispositions, knowledge acquired through tough training and repetitive practice, knowledge of rules integrated and internalized by cooks, and knowledge acquired through reflexive thinking about practice”. Considering these practices, an internship or placement can then be regarded as a practice-based sociomaterial experience; vocational and professional education in hospitality and tourism studies, aim efforts to preparing graduates for professional employment through active learning, or in line with what Gherardi (2006) refers as ‘knowing in practice.’

From a practice-based lens which is the focus of this study, such service industries as hospitality comprise of an amalgam of products and services constituted and thus ‘materialized’ in practice through an array of activities, artifacts and the human body, all necessary for its production and consumption (Orlikowski & Scott 2015, p. 7). Sociomaterial perspectives apply to the study of hospitality practices and thus, internships. From a performative point of view, a meal prepared and served by a student-intern during their practices can create a chain of implications for every actor involved either positively or negatively. Guests dissatisfied from poor meals (object) might lead to their unwillingness to return to the venue and post a negative comment on an online review site (another influential object). A reprimand to the student-intern by the instructor-chef via a memo (another object), triggers the student to reflect on this incident in his internship report (another object shaping his placement experience).

Sociomaterial dimensions have been explored within the hospitality industry to some extent; however, there is a paucity of research in this field, as Lynch et al. (2011) suggested. The authors view hospitality as both ‘a condition and an effect of social relations, spatial configurations and power structures,’ and hospitality being ‘constructed by, but also productive of, certain contexts, spaces, politics, objects, social roles and relations’ (pp. 14-15). Given the limited attention to sociomateriality in this field, the authors identify a need for further exploration, debate and scholarly development around hospitality as an embodied practice and the role of materiality in hospitality.

Lugosi (2014) discussed social-related acts and routines, the design and management of space, and manipulation of objects as a central concern when providing hospitality; these acts according to the author might involve power relations, obligations to conform to norms, reciprocate, and ‘create alternative organizational spaces and networks’ (p. 86). Even though the author offers a comprehensive conceptualization of hospitality practices, he does not analyze hospitality practices explicitly through a sociomaterial theoretical lens or tackle the issue around internships or learning about practice. Orlikowski & Scott (2015) argued that phenomena within hospitality are connected to ‘relational dynamics and situated performances,’ involving the engagement of both producer (e.g., employees) and consumer (guests), necessarily entailing material aspects. The authors suggest that materiality and performativity in service organizations can be explored through a sociomaterial lens. The article, however, investigated material dimensions of social media and user-generated content

on TripAdvisor® and the role of anonymity in hotel evaluations. This study focused on virtual spaces rather than physical hospitality work environments which is the emphasis of this investigation.

Focusing on physical and material dimensions of internship experiences, Trede et al., (2013), conducted a scoping literature review to investigate material dimensions of workplace environments influencing the learning of students on placements. They indicated that spatial aspects were relevant because they function as ‘mediating elements for learning at the workplace’ (p. 100); however, the only cited hospitality internships-related study was an opinion paper rather than an empirical study and did not include a theoretical framework. The authors concluded that while attention has centered on social aspects of internships, the material dimensions of internships, although mentioned in university programs, ‘their integration and potential influence on student learning has mostly been neglected or overlooked’ (p. 95). The authors thus identified a need for research on a framework or conceptual model about the physical and material aspects and the role these play in promoting learning in workplace learning environments.

Following this focus on material dimensions, Oblinger (2006) argued that physical spaces have an impact on much learning taking place at them by enabling or constraining ‘exploration, collaboration, and discussion.’ Similarly, to these ideas, O’Toole (2001) observed that such features as building, layout, equipment and other artifacts in the physical, organizational environment have an important impact on practices and learning. Even though the authors regarded these dimensions as critically important, there was no mention of how they impacted practices, relationships or students’ learning in hospitality placements. The service industries (e.g., in hospitality) were, however, the focus in Bitner’s (1992) study on physical dimensions impacting both customers and employees. The author indicated the ‘Servicescapes’ (e.g., facility’s interiors such as décor; exteriors such as surroundings; and ambient aspects such as lighting) do have a major impact on people’s behaviors; and thus, have managerial implications on ‘human resource goals (e.g., worker retention, worker productivity) and operations goals (e.g., efficiency, cost reduction)’ (p. 68). This study, however, did not address work placements, students on internships or learning-related aspects.

Finally, Dean’s (2015) study is perhaps the closest to addressing the investigated topic. Her ethnographic investigation examined how student-interns learned on placement from a

sociomaterial perspective. The study offered valuable insights about how students learn on placement, for example how their experiences were contingent on a range of factors that determined how they developed work practices; and relate to others as they orient, conform and adapt to social and material configurations at work. Even though her work ‘touches’ issues on how interns might deal with uncertainty in work situations, it does so from the perspectives of one stakeholder: the students. Moreover, although the investigation's context was a hotel and a sports club, the study did not make explicit reference to or considered unique dimensions of those settings as being part of the hospitality industry.

Furthermore, unlike my investigation, the structure of her investigated placement program was different in that students would return to school to continue their academic journey which might have influenced how they perceived and talked about practices, relationships, and their future orientations. Missing in this and the other reviewed studies in this chapter, was a consideration of the three primary stakeholders’ views on how interns respond to uncertainty, ambiguity, inappropriateness, and lack of structure in work placement environments (including the physical space). Moreover, a consideration of stakeholders’ views on challenges interns face in managing conflicting practices and dealing with dual identities as they integrate both formal (academic coursework) and informal learning during placements seems to be missing in the existing literature.

Concluding this literature review, sociomaterial dimensions in internships settings appear to be under-researched considering the perspectives of the three primary stakeholders of placement programs. Research in hospitality industry education has not fully considered the way in which practices and learning are grounded in the sociomaterial conditions which students face on placements. The literature suggested that if more attention is given to sociomaterial conditions in which practices are set, then learning could be enhanced, thereby contributing to improve experiences of students, to improve hospitality education, and to assist hosting organizations with addressing staffing issues related to retention and turnover. Considering this review, the next section outlines the research questions for this investigation.

2.3.3 Research questions

The literature review identified an increasing interest in practice-based learning experiences. Despite this, as previously discussed, empirical inquiry in the field of hospitality internships

as seen through a sociomaterial lens appears insufficiently researched. This gap, along with my professional background and interest in the field, triggered my attention to explore the issue. The exploratory questions here presented, are formulated in a way they can be investigated empirically (Flick, 2015), integrating sociomaterial dimensions of practice and considering the perspectives of the three primary stakeholders. The research questions for this study are formulated as follows:

1. What are the perspectives of student interns, institution's staff and industry managers about their experiences of the internship program regarding social and material aspects of professional practice?
2. What are the implications of an understanding of social and material aspects of professional practice for the learning and development of students, for the institution, for the hosting organizations and generally, the internship program?

These questions provide the present investigation with the opportunity to add new insights to the body of existing knowledge in the field, contributing to answering the call for research exploring further areas of hospitality internships. The next chapter explains the methodological approach taken for this investigation.

Chapter 3: Methodology

3.1 Introduction

This chapter describes and justifies the methodological approach taken for this investigation. It details the process followed to generate and analyze the data. It begins with discussing the paradigm supporting the research and my position as an investigator; it then discusses relevant aspects about the participants taking part in this study, it justifies the use of the case study as research approach and the entailed methods.

3.2 The underlying paradigm(s) and theoretical lens(es)

Creswell (2016) suggested that a discussion of the methodological approach taken for a study should entail a few elements. According to the author, a paradigm or a worldview refers to a set of personal beliefs or ideas that inform the various aspects of a field of study and the ways research is conducted, for example, the research design, the questions to be asked and the methods to be used. The way we think the world is (ontology), the author indicates, influences what we think can be known about it (epistemology), and how we think it can be investigated (methodology and research methods), (p. 40). The approach for this investigation entails the elements as depicted in figure 2 below.

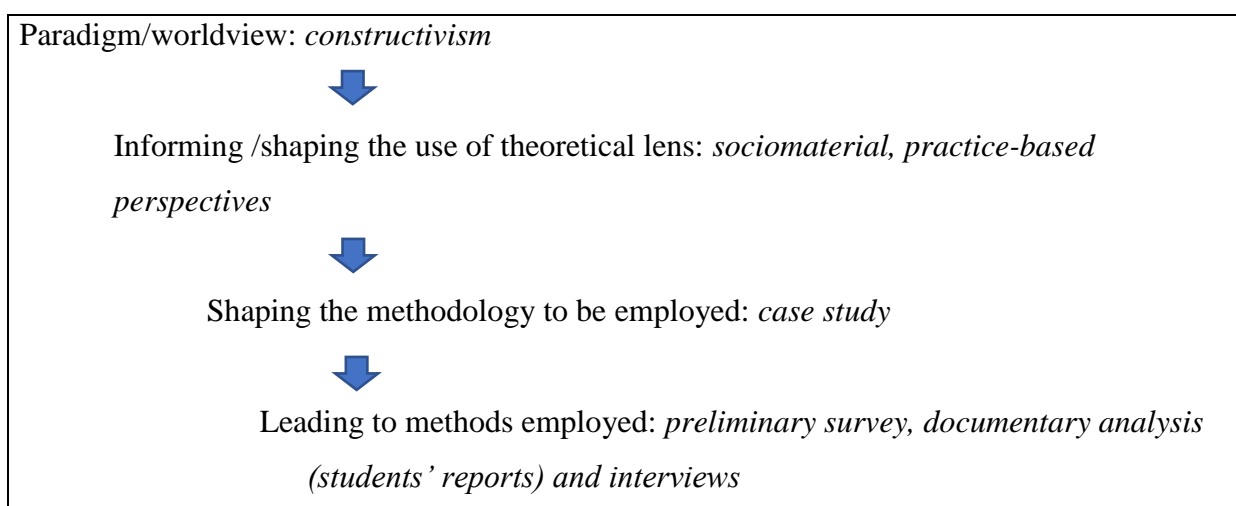


Figure 2. Paradigm and theory shaping research (As adapted from Creswell, 2016, p. 40)

The constructivist paradigm and sociomaterial perspectives inform this study. Constructivists hold that individuals see and perceive things differently and shape their views of the world and construct their realities through social interaction (Moses & Knutsen, 2007). Researchers seek to identify variations, linkages, patterns, and regularities of the world, placing critical importance on context and the role of society as 'pools of knowledge' (p. 180). In line with this tradition, most qualitative constructivist researchers support the use of diverse approaches to investigation and are usually open to 'what different approaches can yield in practical, epistemological and ontological terms' (Mason, 2006). Qualitative methods usually inform constructivist knowledge (Crabtree & Miller, 1999), through which the researcher is a central part of the study and thus "must be both apart from, and part of [...] an iterative dance of discovery and interpretation" (p. 10).

The constructivist worldview finds resonance in the hospitality industry and education. Much knowledge in the field is generated in a constructivist manner through social interaction and through formal and informal ways of sharing ideas between more and less experienced individuals. The hospitality and tourism field as a discipline (or an 'indiscipline' as Tribe (1977) mentioned), is rather eclectic and complex, as it draws on various fields to generate knowledge, entailing elements from pure sciences (e.g., food chemistry), humanities (history, anthropology, geography, languages), technologies (computer science), and applied science (sociology, education, management). It has been regarded as a rather 'fragmented field of study' and a kind of 'Cinderella area in the academy,' which is still in the process of building its own body of knowledge (Tribe, 2010). Much hospitality research gravitates around constructivist approaches; the very nature of the industry revolves around complex social phenomena revealing constant changes in customers' demands and a fierce industry-wide competition, and thus the interplay, relationships, and negotiations between the different stakeholders involved. Becher and Trowler (2001) stated that hospitality and tourism academics form a group which features strong ties with the industry it actually 'serves' and thus aim at building and developing relationships. Academic institutions and the industry strengthen these relations through such collaborative efforts as internships, which can be regarded as constructivist activities, as stakeholders build their realities involving interplays, relationships, and negotiations among them.

This study considers internships as a practice that can be investigated through a sociomaterial approach. The constructivist worldview connects with and shapes the sociomaterial approach

underpinning this investigation. Ontologically, sociomaterial perspectives, as Fenwick & Edwards (2013) explain, consider learning and knowledge as socially, rather than individually produced, and agency as ‘enacted’ in interactions taking place even in the smallest encounters (p. 61). Similarly, Hopwood describes sociomaterial perspectives as based on ‘performance,’ meaning that ‘reality is produced, or emerges, through relationships established in practices’ (2016, p. 58). As earlier indicated, hospitality work involves peoples’ performances, relationships, networks, material dimensions and the interplay among these sociomaterial dimensions come together in internships and are thus relevant to the study of practices and learning in hospitality education. In line with Creswell’s (2016) ideas, I was thus interested in investigating how participating individuals experience things, uncovering different or multiple views they held, feeling the necessity to get as close as possible to those individuals to collect data, preferably at their sites or settings.

Considering these aspects, I sought to select a methodological approach to investigate practices and sociomaterial dimensions. I considered ethnography because of the idea of the researcher being immersed or ‘entangled’ in the phenomenon under investigation, being able to understand and explain the phenomenon as it happens ‘in situ’ (Hopwood, 2016). However, due to stakeholders’ time limitations and potential ethical considerations, this option was disregarded. I also considered action research as another option because of its attention to generating collaborative actions towards some change which finds resonance with the aims of this investigation. However, given the required ‘active involvement in the day-to-day organizational processes relating to the action research project’ (Coghlan & Brannick, 2005, p. 99) and considering the time limitations for this investigation, I disregarded this possibility. I thus felt the case study would be an appropriate choice as justified next.

3.3 An exploratory case study

Yin defines a case study as “an empirical method that: investigates a contemporary phenomenon (e.g., a “case”) in depth, and within its real-world context ...” (2018, p. 15). Case study designs according to Yin (2003) include descriptive, explanatory and exploratory. While the first aims at ‘describing the prevalence of a phenomenon’ or to ‘track certain outcomes’ (Yin, 2018), explanatory case studies “seek to establish cause-and-effect relationships” (Hancock & Algozzine, 2006). Compared to these types, an exploratory case study “investigates distinct phenomena characterized by a lack of detailed preliminary

research” (Streb, 2010). This type seems to be more applicable to my investigation since studies addressing the hospitality internships from a sociomaterial perspective are very limited.

The purpose of utilizing an exploratory case study aligns with Yin’s indication that this approach enables researchers to explore a broad range of issues employing ‘multiple sources of evidence’, with data converging in a ‘triangulating fashion’ (Yin, 2018, p. 15); which can contribute to the robustness of the findings (Yin, 2012) and to enhance the reliability and validity of the study (Altinay & Parakevas, 2008). Creswell (2016) also informs that case studies allow for the utilization of various sources of both qualitative and quantitative data to provide an in-depth perspective on the investigated phenomenon. Altinay and Parakevas (2008) stated that when the existing literature provides limited insights into the researched issue, an inductive exploratory approach ‘could provide an opportunity to explore all those issues and fill the knowledge gap’ (p. 74). Moreover, the exploratory case study is suited to my research questions, because these are formulated to investigate an emerging topic and offer new insights by asking “how” and “what” type of questions, and opening opportunities for further inquiry (Yin, 2018).

The case study aligns with the constructivist paradigm. Yin writes that the flexible format of this methodology allows the formulation of open-ended questions that might enable researchers to reveal how subjects ‘construct reality and think about situations’ which can provide vital information about the case (2011a, p. 12). Moreover, according to Crabtree & Miller (1999), the approach affords close cooperation between the participants and the investigator enabling the earlier to ‘tell their stories.’ Given this, and the exploratory nature of this investigation makes the case study an appropriate research strategy to examine sociomaterial dimensions. The previous chapter mentioned work environments as ‘interconnected activity systems’ where students participate in and become ‘boundary crossers’ (Engeström, 2001) between different ‘communities of practice’ (Lave and Wenger, 1991). In this light, as Wilson (2014) suggests, specific situations can be investigated through such sociomaterial perspectives as cultural-historical activity theory (CHAT) utilizing observations, interviews, and examination of documentary materials.

The case study approach can be an appropriate strategy to investigate an internship as a contemporary phenomenon set in a real-life context. As Yin (1994; 2018) suggested, the case

study allows to gather and analyze data from individuals, populations, or programs, providing detailed insights resulting in focused conclusions, opening possibilities for further research. As research can be contextualized in this manner, it “allows for a clearer focus to investigate the characteristics of a specific internship program” (Stansbie & Nash, 2016, p. 74), and enables the researcher to “delve into the complex relationships and perceptions involved in such environments as the student placement exercise” (Tse, 2010, p. 254). Given the characteristics of this study and the stakeholders involved, the managerial placement programme (LYCar) of the institution being investigated was identified as the case which is the focus of the investigation. This single case study encompasses the three primary stakeholders (student-interns, staff at the institution and the participating managers). Due to the complexity of this investigation, rather than identifying the participating stakeholders as individual cases, this study adopts a holistic approach, embodying the underlying relationships and interactions among them, and the institutional and internship site contexts within which they are based (see figure below).

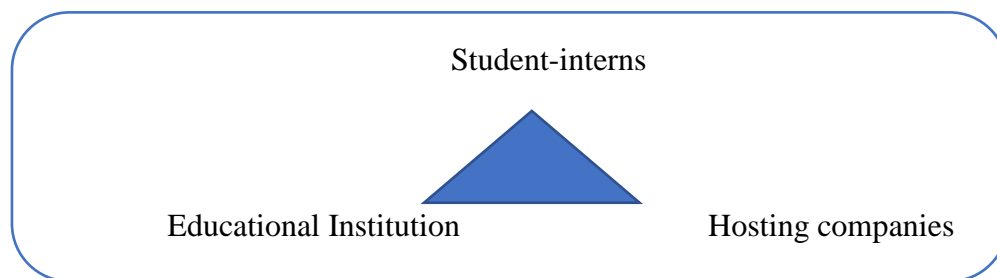


Figure 3. Case study: The educational internship program

As here suggested thus, the case institution’s internship program (and the three stakeholders involved) will be the direct beneficiaries of the insights provided by the analysis of the current relationships and the material dimensions in which the internship practices are set.

According to Yin (2011a), there are criticism and concerns about the case study lacking rigor and credibility in procedures, about being prone to biases and about its inability to ‘generalize’ findings; however, according to the author, case studies can involve rigorous systematic data collection and analysis procedures, that can help address methodological challenges. Yin (2018) indicated that ‘analytical generalizations’ are possible in this kind of qualitative studies, meaning that case study findings are used to make sense of, draw inferences and learn lessons from persons and situations that may potentially apply to similar individuals or situations. These analytic generalizations are thus applicable to case studies as

compared to ‘statistical generalization’ where samples are relevant (Yin, 2011a, pp. 6-8). Because the purpose of my study is not to statistically generalize, the extent to which this ‘sample’ represents the population is not relevant to this investigation. Furthermore, Tsoukas indicated that small-scale studies do offer specificity, analytical insights and can generate ‘refined debate- to keep the conversation going’ (2009, p. 299). Taylor-Powell & Renner (2003) argued that qualitative studies seek meanings, insights, differences and the perspectives from individuals and not to generalize across populations; rather, the goal is to ‘provide understanding from the respondent’s perspective. Furthermore, it will seek to ‘represent the phenomenon being investigated fairly and fully’ (Cohen, Manion and Morrison, 2011, p. 182). Moreover, Yin (2011a) indicates that conducting ‘elite’ interviews gathering the point of view of ‘key persons,’ (i.e., those holding the position of, for example, the head of a department), can enhance the value of the perspectives or insights (p. 12).

Firestone (1993) and Lincoln & Guba (1985) talk about a case-to-case translation or transferability to deal with generalizations in qualitative research, in which the findings from a study can be used or applied to another group of people or setting (Polit & Beck, 2010). This study could be transferable to other settings (Lincoln & Guba, 1985) as there are many similarities across hospitality programs. Waryszak (1999) for example suggested that hospitality programs can feature similarities in courses’ curriculum and the duration of the internship program; and, similarities regarding interns’ attitudes towards the quality of their program (King, McKercher & Waryszak, 2003). Moreover, Marinakou and Giousmpasoglou (2013) found that, despite cultural context or divides, there are common themes in hospitality internship research. This is because, as the authors posit, ‘hospitality students face common challenges during their practical training in the industry regardless of their background’ (p. 105).

In this line of thought, Baxter and Jack (2008), discuss various elements that can be integrated to ensure quality or trustworthiness of a case study; these entail clearly formulated research questions and that the case study design is appropriate for those questions; the application of purpose sampling strategy; and the appropriate and systematic collection, management and analysis of data. The authors indicate, credibility or ‘truth value’ can be promoted through data sources triangulation to view the phenomenon from various perspectives, ensuring that ideas converge, and establish rapport with participants (p. 555). This study employed data triangulation involving methods that will be further explained after the next section.

3.4 Participants sample

The group of participants for this study consisted of student-interns; internship supervisors at hosting companies for student- interns; and staff of the institution responsible for overseeing the practices. I decided to gather perspectives from these three groups because I wanted to build converging evidence from different sources of information, which scholars refers to as triangulation (Creswell, 2016), or more specifically in this case, data triangulation (Patton, 2015).

Student-interns group

The focus of this study was undergraduate students in the hospitality management program of the institution who were undergoing or had recently completed their management internship in the Netherlands during the time the investigation was carried out. There were reasons for choosing this group, aside being the ‘raison d’être’ of the institution’s internship’s efforts; interns are the main primary stakeholder of the placement program, and as such were in the position to provide diverse and rich accounts about and important insights on their perceptions of practices, relationships, material aspects and the learning that occurred as being enabled or constrained by various factors. The enrolled number of these students by the first quarter of 2016 was around 115. This first group comprised male and female, local and international students who had previously conducted an operational placement (first of two placements). An updated list with students on placement detailing their names, their hosting organizations and other relevant information is available at the institution’s placement office site. The inclusion criteria for this group concerned students who were undergoing or had recently completed their management placement at hospitality related sites in The Netherlands (e.g., hotels, restaurants, catering companies or events management venues). There were two reasons for choosing a sample involving interns at different stages of their program; first, I wanted to minimize ‘negativity bias,’ or the tendency among participants to recall or become influenced by more negative experiences than positive ones (Baumeister, Bratslavsky, Finkenauer, & Vohs, 2001). Second, I felt these interns had more exposure to the industry, were closer to becoming hospitality practitioners and had developed confidence with the English language. Therefore, this group might have been in an enhanced capacity to provide richer accounts about their internship practices (Greenbank, 2002; Garavan & Murphy, 2001)

during interviews than the operational placement students (first placement). The exclusion criteria for participants were, students not undergoing their management placements/internships; company/ organizations' supervisors not having experience with supervising students on placements, and staff of the institution not involved in placements, as these groups would not provide valuable information required for this study.

After ethical approval was granted (see ethical considerations, p. 57), from the above-mentioned published list of students on placement, I randomly selected a group of (n=100) potential participants and sent them an e-mail with an invitation to participate in the research. The message included a link to a Google document containing the detailed participant information sheet (PIS) describing relevant aspects of the research, the reasons why they were invited and a consent form. In the documentation they were asked to indicate if they were willing to further collaborate by participating in an interview or submit their final report (those who had recently completed their placement program). From the list of invited students, 50 were willing to participate in the survey; from this students' group, six agreed to take part in the interview, and their details are as follows:

- Int1 (a pseudonym given meaning: student-intern # 1), was an international student (male, 22) who had recently finished his internship by the time of the data collection period (November 2016 through January 2017). He was an assistant to the Human resources manager performing most functions ranging from recruitment to training. He obtained a full-time contract at the food and beverages department after completing his placement.
- Int2 (male, 23) a local student, had completed his placement; he was responsible for developing the structure for a new entrepreneurship foundation as part of the student's association of a university. The intern remained working at the site for six more months after completing his internship program.
- Int3 (female, 22) was a local intern conducting her internship by the time of the interview as an assistant to the general hotel manager. She was offered a front office traineeship but was planning to pursue employment outside the hospitality industry after the program.
- Int4 (female, 24) was an international student enrolled at an event managing company as a coordinator assisting the team in setting up a business plan and a strategy for the

firm. The intern had related previous experience and was planning to remain working as a full-time employee after the internship.

- Int5 (Male, 27), a local student, was currently working as an assistant restaurant manager after having completed his placement at the same firm. The intern had a broad experience in food and beverages and planned to remain in the same segment of the industry.
- Int6 (female, 24), was a local student conducting her internship by the time of the interview, working as an assistant to the operations manager at a student hotel. The intern was planning to move to another property of the same company after graduation.

Institution's staff members group

The reason for choosing this group was that given their experience with students in internships and their informed views on the phenomenon, they could provide valuable insights of potential issues influencing interns' practices; the various relationships involved; and how they perceived the coordination and collaboration between the institution and the industry. For the staff members' group, a member of the core team overseeing the LYCar (management placement) program, assisted in identifying participants. I had previously been introduced to most staff members of the institution to make them aware of my intended study. I then contacted potential participants in person at the institution and followed up the invitation with the participant information sheet and the consent forms. From a list of ten potential participating staff members, six were finally willing and available to contribute in an interview. In the introduction chapter, I indicated the various functions of the institution's staff involved with students on internships. I decided as much as possible to include participants representing different full-time positions; this group was composed of respondents of an average age of 56, and most holding a master's degree in various fields; additional information is provided as follows:

- Stf1 (a pseudonym meaning: member of the institution's staff # 1), an administrator responsible for allocating students to supporting coaches, answering queries from students and maintaining administrative tasks during the entire internship process;
- Stf2 a member of the core team overseeing and organizing the management of the LYCar program who has also embodied most of the functions in the past;

- Stf3 and Stf4, expert coaches and current lectures guiding interns on the specific content of their research assignment;
- Stf5, a career coach was involved as a mentor on career and personal development and also functioning as an assessor;
- Stf6, one of the placement coordinators who advise students about placing companies; assist with contacts and required documentation procedures and maintains communication with hosting sites.

Industry managers group

Staff members, graduates, and student-interns assisted in identifying the industry managers. Ten potential individuals of different segments of the industry were approached and invited to participate via e-mail including the details of the study and the ethical forms; from this group, three managers were willing to participate in the interview. This group was comprised of Ind1 (a given pseudonym meaning: industry manager #1), the Rooms Division Manager of a five-star hotel; Ind2, the Human Resources Manager of a three-star students/tourists hotel; and Ind3, the operations manager of a Food and Beverages company; all three companies are based in Amsterdam and have functioned as hosting companies for the institution's interns.

Table 3

Interviewed Participants' Information

Participant	Gender	Function	Organization
Int1 (Student-intern)	Male	Human resources assistant manager	Hotel
Int2	Male	Entrepreneurship coordinator	University students' association
Int3	Female	Assistant general manager	Hotel
Int4	Female	Events coordinator	Events managing company
Int5	Male	Restaurant assistant manager	Restaurant
Int6	Female	Assistant operations manager	Student Hotel
Stf1 (Institution's staff)	Male	Institution's staff member	Case Institution
Stf2	Male	Institution's staff member	Case Institution
Stf3	Female	Institution's staff member	Case Institution
Stf4	Female	Institution's staff member	Case Institution
Stf5	Male	Institution's staff member	Case Institution
Stf6	Female	Institution's staff member	Case Institution
Ind1 (Industry manager)	Female	Rooms Division Manager	Hotel
Ind2	Female	Human Resources Manager	Hotel
Ind3	Female	Operations Manager	Food & Beverage Company

The participant managers were chosen as they had previously been involved in supervising students on placements and represented different segments of the industry; therefore, they could provide a variety of views on their perceptions of interns, the collaborative synergies with the institution, and generally about the internship program. Table 3 above, summarizes the interviewed participants' information.

3.5 Methods of data collection and procedures

According to Nicolini (2009b), studying practices can be methodologically challenging due to their complex and multifaceted nature and might, therefore, require researchers to employ multiple methods because “practice can never be captured by a single method” (p. 196). The complexity of the issue under investigation required a research design which was evolving and flexible entailing useful techniques that enabled me to produce valuable insights from the collected data (as summarized in Altinay & Paraskevas, 2008). This investigation entailed the collection of data from a preliminary survey, students' final internship reports, and interviews each to be described next.

Preliminary survey

Surveys according to Yin (2008) can be used along with other sources of evidence as part of a case study to produce some quantitative data. Rudolf Moos' Work Environment Scale (WES-I) is a well-known instrument that enables participants to indicate their preferences concerning what they perceived as an ideal work setting. It relates thus to individuals or groups' values, goals and what people find important in a working environment (Moos, 2008, p. 7). The instrument was appropriate for this study as it can be applied to measure the preferences of what interns perceive as an ideal social climate and physical features at their internship sites. It is a 90 yes/no items questionnaire entailing the dimensions illustrated in appendix A. The survey has been performed in various situations and contexts worldwide and has been ‘rigorously tested’ and thus regarded as valid and reliable (Moos, 2008; Pellegrin and Currey, 2011).

Upon receiving the confirmation of students who filled in the ethical documentation (see the previous section), a link to the web-based survey was forwarded to those students (n=50) willing to participate in the survey. The survey was administered during June to October

2016. Of the 50 questionnaires, 36 were returned and usable yielding a response rate of 72%. Upon receiving every completed survey, identifiers were immediately removed to ensure anonymity to participants. A 'thank you' message was then sent to the participants. As Moos' WES is a survey, it featured the limitation of solely identifying dimensions of practice and sociomaterial aspects relevant to students on placement, and thus, it did not provide in-depth views on these dimensions; this limitation was addressed by the reports and interviews as explained next.

Students' final internship reports

Documentary information can be another relevant and valuable source for case studies (Yin, 2008); while documents (e.g., reports) are stable (can be viewed various times) and unobtrusive, might also reflect the bias of the author (p. 102). The final internship reports student-interns submit at the end of the placement program constituted a source of secondary data for this study. This report is an essential requirement toward completion of the program before graduation in which students should be able to relate theory with their lived work experiences. The focus of the reports was to capture the way interns experienced, made sense of and reflected on sociomaterial aspects of their internship journeys. More specifically, I was interested on their reflections on their practices; their research assignment (including their proposals); the professional products they developed for their hosting companies; and perceptions on their personal and professional development and career perspectives.

Table 4

Student-Interns' Internship Reports Information

IR (Internship Report)	Hosting Organization	Nature of Internship	Research focus of report
IR1	Five-star Hotel	Food and beverages management trainee	Enhancing restaurant reservations systems
IR2	Tourism Attractions / Museum	Events management trainee	Improving internal communications through processes standardization
IR3	Events management company	Sales and marketing management trainee	Creating a sustainable organizational marketing strategy
IR4	Five-star Hotel	Human resources management trainee	Enhancing employees' satisfaction
IR5	Sports Industry	Sales and marketing management trainee	Feasibility of a novel product concept

I felt interviews, and a preliminary survey might not provide the depth and richness of accounts student reports could afford. Such reports according to Tse (2010) could address limitations of the other data collection methods, for example, the possibility of students not being open enough about their feelings during interviews.

From the list of students who had recently completed their placements at the companies and were willing to share their reports, five were selected to reveal organizations representing different hospitality industry-related segments as summarized in table 4 above (IR1 means: internship report from participant #1). Following consent from students' ethical documents, I proceeded to download their digital reports available at the institution's repository.

Interviews

This investigation employed individual semi-structured face-to-face interviews as a method of data collection. Yin (2008) indicates that the interview is one of the most important sources of case study information. The application of this method is appropriate for this case because it aligns with the constructivist nature of this investigation as 'the participants' construction of reality provides important insights into the case' (Yin, 2012, p. 12). Even though the qualitative nature of interviews could assist the researcher in exploring the 'meanings people attribute to their experiences' (Miller & Glassner, 2004, p.126), one should be mindful of potential shortcomings of using this method. For example, the risk of resorting to 'romanticism'; respondents saying something else different than what they do or think; not trusting the researcher or perhaps misleading with their responses (Miller & Glassner, 2004; Pager & Quillian, 2005). Since I was interested in obtaining deeper insights into participants' perceptions, feelings or points of view, these interviews could enable me to probe further into topics arising from the other sets of data while having the opportunity to gain new insights into emerging or unexpected themes (Fleming, 2015, p. 111).

The focus of the interviews was to firstly, elicit respondent's in-depth views, perspectives and perceptions on practices; specifically, to enable respondents to provide narratives about how they felt about the nature and characteristics of practices, support received or given to others in making sense of practices; possible challenges faced and how they addressed them. Secondly, to gather insights into the current relationships among the three stakeholders concerning overall perceptions, possible factors constraining and facilitating relationships,

and their impacts on career perspectives and learning. Thirdly, to elicit narratives about stakeholders' perceptions on material and physical dimensions involved in the placement experience and their possible impacts on practices, relationships, future perspectives, and learning. This information was used to cross-check information obtained from the other collected data namely, the survey and the interns' submitted reports.

The design of the questions followed a flexible approach. A set of possible initial questions emerged from the research questions for this study; from major relevant topics of the theoretical underpinnings; from insights deriving from the WES questionnaire, and from the interns' submitted reports. Although I designed some questions on specific topics I wanted participants to discuss, being mindful about what I needed to find out (Cohen et al., 2007), I remained open for possible topics interviewees might have wished to share. A pilot interview was then conducted with two different participants, revealing minor issues concerning jargon usage and extended questions not clear to interviewees, which were adjusted for the subsequent interview participants (see information on Table 3 on page 48). Appendix B includes a list of interview questions.

Following the required ethical principles for this thesis and having gained consent from participants, a schedule was organized to collect the data. The interviews with student-interns and the members of the institution staff took place around November 2016 through January 2017 at scheduled times convenient to the participants to minimize interference with their duties. The interviews were conducted at the school premises in a dedicated soundproof room for small meetings and interviews. The interviews with the hospitality company supervisors were conducted at their venues which comprised two hotels and a food and beverage company. Supervisors were interviewed during February and April 2017. Each interview lasted about 60- 70 minutes providing enough time to discuss the issues and probe to obtain deeper insights. All the interviews were conducted in English, and no difficulties were present during the interviews as every stakeholder was proficient in and confident about being interviewed in this language. Conversations were recorded utilizing software in two digital devices (an I-Pad and an I-Phone) to avoid the risk of losing data.

The interviews proceeded following Yin's (2008) advice to ask friendly, non-threatening and unbiased questions in a conversational manner while maintaining a line of inquiry. The recorded conversations were manually transcribed. I tried as much as possible to transcribe

the interviews verbatim, even though I felt that some redundant, irrelevant and repetitive words and statements, and a few linguistic cues could be removed without distorting the meaning of the statements; this choice of transcribing, according to Oliver, Serovich, and Mason (2005) can be made by the investigator ‘not interested in the specifics of communication [...] but rather the informational content’, as in my case (p. 13).

To ensure the provided information was correctly understood, I listened to the audios for the second time and matched these with the draft transcripts. I then spelled checked and produced final transcripts and shared them with participants to ensure I accurately understood their statements. This member check protocol was followed to enhance the quality, the validity and trustworthiness of the collected data and to ensure transparency in the research process (Gray, 2013). A new document with removed identifiers was produced in a new file, and originals were kept in a password protected file.

3.6 Data analysis

This section describes the approach taken to analyzing the preliminary survey, the interns’ submitted reports, and the interviews.

The survey

The purpose of this 90-items questionnaire was to gain an overall impression of the most recurrent aspects considered as relevant to participants in a work environment during an internship practice. Having completed the survey, I consulted the raw scores which had already been automatically calculated for each of the ten dimensions for each participant in the administrator’s link (see the scores in appendix C). This method utilized scores, averages, and frequencies; the ‘frequency’ for example indicated the number of times a theme was mentioned, revealing its relevance over other themes (Guthrie, Petty, Yongvanich & Ricceri, 2004). Following the instructions from the WES manual, I used a scoring key and tables to obtain the total standard scores, which facilitated the visualization of the results and possible interpretation of some highlights for this group of participants. I then presented the results of those interns interested in participating during the interview graphically by plotting their scores on a graph profile and did the same for the entire group (see appendix D for an example).

The highlights deriving from this survey were employed to guide the formulation of possible interview questions and to enrich the discussions with participants during the interviews; for example, I used the results to ask interviewees about the reasons for the relevance (or irrelevance) they might have given to a specific dimension in their work environment or to provide examples of situations illustrating their experiences.

The interns' submitted reports

According to Bowen, document analysis is an efficient and cost-effective method which, even though might feature a few potential flaws, these are not regarded as major drawbacks as the analysis offers more advantages than limitations (2009, p. 32).

Due to the extensive amount of detailed information presented in the reports, I decided to put especial attention to the reflective section and the discussion around the interns' professional products section of the reports. The reason for this choice was because in these sections, interns provided a more vivid account of their experiences as compared to the other parts of their reports. I, for example, examined how various aspects of practices shaped such experiences while on placements; influencing factors; challenges faced and how they responded to these. In a sense, the approach to analyzing the reports followed was more deductive as the coding categories, and resulting themes were informed by significant topics from the literature review, namely, practice-based and sociomaterial theoretical frameworks and matched against those from the dimensions of the WES questionnaire. I, however, kept an open mind to other possible themes to emerge from the data, and to adjust the themes as the analysis developed (Fereday & Muir-Cochrane, 2006).

I first proceeded to underline keywords, sentences, fragments and ideas I found interesting as inserted comments on the digital document or manually in the case of a physical draft copy for each report; then I extracted all these 'preliminary codes' (Fereday & Muir-Cochrane, 2006) which came down to a list of around 261 items. I kept separate files of these codes indicating the report number and the page they were extracted from for easy location. Then I went over them again by roughly classifying them into the categories by assigning labels. I found some of these categories were too broad; therefore, I needed to create subcategories. The entire process was very laborious and time-consuming involving sorting, reorganizing,

classifying and constantly comparing data which very often overlapped. Then I finally grouped these categories in a hierarchical order according to the recurrence or number of times these appeared mentioned throughout the reports. I then assigned a color to each of these categories. I employed color because, even though it was a time-consuming process, according to Stottok, Bergaus and Gorra (2011) it makes it “simple to see which parts of the text belong to which category and of the importance they have had to the interviewee, based on the number of cells this category occupies” (p. 1). Finally, I organized them into themes, and then I extracted a few quotes that I felt could better illustrate each of these sub-themes from the reports, which I could use in the findings and discussion chapter; I organized these into a separate file indicating the anonymized participant name (e.g., IR4, meaning: Internship report from participant 4). Table 5 below illustrates the approach taken to analyzing the data, in this case, the themes and subthemes from the student-interns’ reports.

Table 5

Themes and Subthemes from the Student-intern Reports

Themes	Subthemes	Number of references
Practices	Challenges and hindrances	43
	Developing knowledge, skills, attitudes and self-awareness	39
	Learning practices and employed strategies	39
	Facilitating factors	12
	Linking school and work	8
Relationships	Challenges, hindrances and strategies	25
	Advice, support, feedback and acknowledgement	22
	Company/organizational culture	10
	Communication and teamwork	9
Material/Physical aspects	The role of materiality/ artifacts in practice (and learning and development)	31
	Material aspects influencing interns perceptions/career decisions/future perspectives	12
	Materiality influencing relationships and networks	11
Networking and future perspectives	Building networks	15
	Career interests	8
	Strategies for career/ Readiness for career	5
	Cultural/international dimension	4

The table shown above revealed the themes and subthemes listed in the first and second columns, which were organized in terms of their relevance to stakeholders as indicated in the number of references (third column).

Interviews

For the interviews I initially opted for a more inductive approach, allowing the data to speak for itself and themes to emerge. Such an approach according to Altinay and Parakevas (2008), allows for the exploration of unexpected but relevant information. The authors indicate that an inductively-oriented approach to analysis can be employed alongside a deductive (theory-driven) approach; in my study, as the analysis progressed, I integrated insights from the other data sources, the research questions, and the literature review topics.

The analysis of interview transcripts followed a similar pattern as in the reports, however, since it started with an inductive approach, it was conducted in a more laborious, in-depth, line-by-line scrutiny (Ryan & Bernard, 2003), to allow patterns and unanticipated ideas to emerge from the data (van der Waal, 2009). Data were constantly compared by searching for similarities and differences within each transcript, across other participants' transcripts and datasets (Glaser and Strauss, 2017). While I was aware of the laborious process involved analyzing the data manually, I decided not to employ software to be more familiar with the data and to have the opportunity to experience the entire analysis process.

As soon as transcripts were finalized, identifiers were removed and replaced by a pseudonym (e.g., Int1, meaning: student-intern # 1; Stf3, meaning: member of the institution's staff # 3; and Ind2, meaning: industry manager # 2). I then printed out these transcripts and proceeded to preliminary code the data by carefully reading each transcript several times to obtain a satisfactory preliminary impression of the interview content. I made notes on the pages' margins of the transcripts on ideas I found interesting about the proffered statements and to be able to observe any recurrence and to notice any patterns within the data. I did the same with all the documents. Following Creswell (2016) suggestion, I used 'in vivo codes' meaning that I wanted to realistically represent the 'voices of the participants' in the data as close as possible.

The codes were then extracted, grouped and condensed, compiling and eliminating redundant ones (Thomas, 2006); I did this in a separate file, using Microsoft Word software making sure to indicate the participant and the page number from where they were extracted so I could go back to the original codes when necessary. I also ensured to avoid misinterpreting ideas and

statements, or not to make assumptions or to jump to conclusions too early in the process. I then went through a process of constantly comparing codes within each participant's transcript and through all the transcripts to find similarities and differences across the 6 interviews from the interns to generate/refine the codes by grouping similar ideas into categories following Cohen et al. (2011) approach. I also kept a separate file of codes and statements which did not seem to fit into any category. Finally, a separate file compiling all the codes and color-coded categories from the student-interns was created and classified into themes which were subsequently refined. Similar to the approach taken for the reports, I kept a separate file of quotes illustrating each category; I needed to reduce the number of quotes substantially to those that most vividly illustrated the ideas in the findings and discussion chapter. This entire process was repeated for the interviews with the staff at the institution and the industry managers. In making sense of the data and the building of themes, I kept a close eye on the aims of the study, the research questions, and the literature review. The finalized themes arising from the analyzed data are depicted in the findings chapter. Although well-established finalized themes and sub-themes emerged from the analyzed data, I went further to finding commonalities across these areas through axial coding, as a way of enhancing my understanding of the data. Axial coding is a qualitative research technique that helps to construct linkages or relationships between data and reveal themes that cut across categories of subcategories through constant comparisons by reading and re-reading the collected data (Allen, 2017). It enables to add breadth to the analysis by looking at such elements as the contexts, conditions/causes, interactions, and consequences around or connected to the main categories (Corbin & Strauss, 1990). My approach to analyzing the data is further explained in the findings chapter.

3.7 My position as a researcher, access and ethical considerations

Kostovicova, (2016) states that a discussion about the positioning as a researcher entails an awareness of the impact the person had as a researcher on the process of the investigation concerning the way they interacted with research participants, and how this affected the collection and analysis of data. In my case, it entailed my stance towards research, my background and the various roles I embodied during the process.

As previously suggested in the literature review, practices and learning can be adequately examined through different theoretical lenses, enabling researchers to examine their

complexity of features and various dimensions which might be otherwise overlooked (e.g., Nicolini, 2009b; Hopwood, 2016). In seeking to achieve this in my research, I adopt a constructivist orientation. I tend to feel comfortable with working in flexible ways, being close to participants and getting involved with the ‘real life’ investigated phenomenon; feeling more comfortable in using multiple research methods to gather various in-depth views from small samples; while also realizing that ‘rich and dialogic explanations can usefully include ‘quantitative understandings’ (Mason, 2006). Given my limitations in terms of research experience, scope, and time constraints for this thesis, it was necessary to be aware of what I could realistically achieve to produce a piece of research that satisfied the ‘three audiences of my investigation’; namely, myself, the institution and the broader academic community (Coghlan & Brannick, 2005), which was a challenging endeavor.

My academic and professional background certainly shaped my positionality as a researcher of internship practices. During interviews, for example, there were times I experienced a sort of connection with participants and a feeling of empathy; this was perhaps arising from the various roles I have embodied as a former student-intern during my studies, as a former hospitality industry practitioner and as an internship coordinator at my previous institution. Reflexivity (or a ‘continual re-examination of the research process in relation to the researcher’s position’, Kostovicova, 2016, n.p.) was necessary at every stage of the research process to help me address biases as much as possible. I needed thus to separate my perceptions from the discussions to allow the participants and the collected data to speak for themselves rather than focusing on what I wanted or expected to hear or read from them. Adopting a neutral position during interviews and analysis of reports, setting aside my previous roles and experiences was critical to minimize biases and potentially influence participants’ views. Authors recommend engaging in reflexivity (Clegg & Stevenson, 2013; Costa, Burke & Murphy, 2018). Costa et al., (2013) for example suggest that “what was narrated with a tone of familiarity needs to be approached from a distance to arrive at renewed understandings of the social reality under focus” (p. 23). This entailed being aware of my assumptions, values, and preconceptions brought from previous experiences into the research context.

During the entire research process, my job was as a freelance lecturer for a management-related course. I was not directly involved with students on placements who were the target group of my study. I was indeed a stranger among the participating student-interns and the

managers of the hosting companies for interns with whom I did not have any academic or working involvement. For these groups, I felt more like an ‘outsider.’ The distance with students, perhaps created an initial unwillingness to participate which was one of the significant limitations for this investigation, thereby impacting the data collection.

In contrast, my relationship with the staff members at the institution enabled me to adopt a ‘semi-outsider’ position as a researcher. Coghlan & Brannick (2005) suggested that this position, where there is no relationship closeness to stakeholders or role conflict involved, allows the researcher to reflect and critique. Compared to the student-interns group, the institution’s staff expressed a willingness to collaborate, and their physical proximity facilitated the data collection. I, however, attempted as much as possible to select participants with whom I had limited or no working relationships for two reasons; one, to avoid any potential conflict of interest, and two, as Dwyer and Buckle (2009) indicated: “It is possible that the participant will make assumptions of similarity and therefore fail to explain their individual experience fully” (p. 58).

Regarding my roles during this investigation, I found myself trying to manage my position as a researching student and as an educator at the institution, each with their demands which at times became overwhelming, somewhat confusing and conflicting. For example, on a few occasions, while I was coaching my students to produce their research-oriented project, I found myself comparing their approaches to conducting their investigation with my research. It was then necessary to separate both roles to ensure such situations did not affect the optimal performance of both roles. In dealing with this, it was essential to continually be aware of how my involvement with these roles, could affect my relations with members of the organization and students; especially being mindful of such constraints as communication difficulties, time limitations, and power positions at the organization (Adler & Adler, 1987; Gorinski and Ferguson, 1997; Coghlan & Brannick, 2005).

Thus, working at the case institution and having knowledge about the internship program (although not directly involved with it); being familiar with internships from previous experiences and having knowledge of theories underpinning placements, all influenced the methodological approach taken for this investigation in one or the other manner. Although I was not in the position of an insider researcher, I felt the need to engage in what Coghlan and Brannick (2005) called, ‘epistemic reflexivity’ or a constant analysis of my own experiences,

theoretical and methodological presuppositions, while being aware of other peoples' perspectives and understandings (p. 62). This enabled me to minimize the influences those aspects had on my investigation.

Access and ethical considerations

'Any researcher's status in the organization has an impact on access' (Coghlan & Brannick, 2005). As I was not a full member of the staff, I did not consider myself having the status of a 'complete member role' (Coghlan & Brannick, 2005). However, this status did not exert a major constraint on my access to data. Even though much information on potential participants appeared to be available at the institution's intranet, I decided to gain access through formal procedures, adhering to my institution's ethical principles, and the ethical requirements for this investigation. Due to my status as a freelance lecturer, and my position as a novice to the organization my initial feeling was that of an 'outsider,' concerning access to data. My research progressed along with enhanced familiarity with the institution's culture, structure and informal networks particularly at the department involved with internships; my confidence with gaining access to information increased and trust was built with participating individuals and organizations involved in this investigation.

During the ethical process, I encountered a major hindrance after I sent a detailed proposal and permission to conduct my study to the manager of the program. The institution under investigation was experiencing changes in the board of director's structure at the time of the investigation. Due to some managerial decision-making issues and perhaps to other reasons that were not of my knowledge my ethical documentation approval took longer than expected. Finally, permission was granted to conduct the research and consequently, the Virtual Programme Research Ethics Committee (VPREC) of University of Liverpool granted ethical approval for the study (See appendix E). From that point and at every stage of the investigation it was necessary to observe the protocols and ethical principles established by both my institution and the University of Liverpool (UoL).

Before the research, it was necessary to be aware of my institution's code of ethics and the ethical requirements of the UoL. I made sure not to initiate data collection before both institutions granted permission. At the beginning of the investigation, I needed to make sure potential participants were sufficiently informed about my research intentions, the purpose of

my study, asking for consent and making sure not to force participation among potential subjects (Creswell, 2016). I ensured to emphasize that the study was conducted for my thesis as a doctoral student and not as part of my function at the institution. Moreover, providing subjects with a detailed participant information sheet (PIS) describing relevant aspects of the research and the reasons why they had been invited, was necessary for them to make decisions. I also needed to indicate they could refuse to initiate participation or voluntarily withdraw from the study without any negative consequences at any point during the investigation and making sure to avoid coercion.

During the data collection stage, it was essential to minimize disruptions of daily operations to ensure collaboration of staff members of the institution, and managers and other employees at the visited companies. As Cohen et al. (2007) recommended, establishing rapport with participants in a friendly, respectful and open fashion; asking for permission to record interviews; avoiding discussing sensitive topics which could have embarrassed or upset participants; ensuring privacy, trust, and anonymity, were essential to allow open and collaborative discussions. During the analysis and reporting of findings, it was essential to observe the anonymity of participants; to be honest to addressing the issues from different perspectives, reporting results avoiding data fabrication and plagiarism, and keeping an audit trail of secured data. I had no previous or subsequent academic association with participating students and no risks were identified during the process which might have caused harm to them or any other persons.

Chapter 4: Findings and Discussion

This chapter presents the findings and discussion of the data collected from the preliminary survey among interns; the final placement reports submitted by interns; and interviews with students, staff from the educational institution, and industry managers. The preliminary survey revealed the major topics that were used to inform the analysis of the reports and the interview data. The reports and interviews were analyzed using a thematic analysis approach; this is important in qualitative data as it allows to systematically discover, compare and explain themes, which are the basis of much social research (Ryan & Bernard, 2003). The approach was used in analyzing the reports to manually find codes, which were then grouped into color categories and then into themes; these were organized in line with topics emanating from the preliminary survey, the research questions of the study and topics of the practice-based and sociomaterial theoretical frameworks. The analysis of interview transcripts followed a similar pattern; however, analysis was conducted in a more ‘laborious, in-depth, line-by-line scrutiny’ (Ryan & Bernard, 2003) and, in an inductive manner to allow patterns and unanticipated ideas to emerge from the data (van der Waal, 2009). Data were constantly compared by searching for similarities and differences within and across data sets (Glaser and Strauss, 2017).

As explained in the previous chapter, I followed a systematic organization of codes into categories or subthemes which I then classified into overarching themes. Table 6 overleaf depicts the final major themes and subthemes from the analysis of the data. In making sense of the data and the building of these themes, I kept a close eye on the aims of the study, the research questions and the literature review. These finalized themes will be discussed in the next sections. Firstly, theme 1 presents the findings related to practices and discusses their implications on learning; secondly, how physical material aspects influence practices, learning, relationships/networks and future perspectives of interns on placement, is the focus of the second theme; lastly, the third theme exposes aspects concerning relationships and networks among the three stakeholders and possible implications on learning.

It is important to point out that although these three major themes will be analyzed and discussed in-depth, I will also be looking at other important considerations which emerged from axial coding and that cut across the primary analysis of those themes. Uncertainty,

ambiguity, inadequacy, and lack of structure; interns' proactivity; future/career perspectives; contextual variations and organizational mediation of learning will be considered throughout the analysis. Although the aspect related to 'dual identities' of interns will be thoroughly discussed under theme 1, as it appeared to influence how interns experienced practices, it will also be considered throughout the analysis. The aspect connected to work-related learning will be explicitly indicated under all the three major themes. These recurrent cross-cutting aspects are essential in highlighting the originality of my investigation since these were original nuances found in the insights gained from the data which point out at the contributions this study is making to existing knowledge and professional practice.

Table 6

Summarized Themes and Subthemes from Findings

Themes	Subthemes/sub-subthemes
Theme 1 Practices	<ol style="list-style-type: none"> 1. Characteristics and nature of practices <ul style="list-style-type: none"> Work variety and workload Clarity and structure of work performed Nature of practices 2. Managing conflicting practices and dual identities 3. Developing knowledge, skills, and attitudes (KSAs) 4. Work-related learning
Theme 2 Material Dimensions	<ol style="list-style-type: none"> 1. Material dimensions influencing practices and work-related learning <ul style="list-style-type: none"> The role of artifacts The role of spaces 2. Material dimensions influencing relationships, networks and work-related learning <ul style="list-style-type: none"> The role of artifacts The role of spaces 3. Material dimensions influencing career and future perspectives <ul style="list-style-type: none"> The role of practice-based artifacts Other influencing material aspects
Theme 3 Relationships	<ol style="list-style-type: none"> 1. Relationships at work (placement site) <ul style="list-style-type: none"> Factors facilitating relationships Factors constraining relationships 2. Relationships between institution's staff and interns 3. Relationships between placement site and the institution <ul style="list-style-type: none"> The student-interns' perspective The industry managers 'and the institution's staff perspectives 4. Networks 5. Work-related learning

4.1 Theme 1: Practices

The most recurring theme throughout the data sets related to practices. Practices from an organizational sociomaterial point of view have been described as individuals' everyday dynamic and ongoing activities performed either as routine or as improvised situated actions at different settings overtime (Feldman & Orlikowski, 2011; Gherardi, 2001). Practices are an essential aspect in hospitality and hospitality education given the industry's focus on preparing individuals for employment and the vocational orientation of most programs (Kennedy et al., 2015); all of which is aligned with the increasing demand for work practice experiences in higher education worldwide (Coll & Zegwaard, 2011). Within this theme, four subthemes were found: characteristics and nature of practices, managing conflicting practices and dual identities and developing knowledge, skills, and attitudes (KSAs or capacities hereafter) and work-related learning. The first subtheme refers to the type of work interns performed, how they experienced, perceived and made sense of them in terms of variety and workload; how the practices were structured and clear to them and how interns responded to challenges posed in line with their capacities and expectations. The second refers to how interns managed two sets of practices within their placement program, namely their full-time internship and their management advice report for their companies and school and possible issues of dual identities. The third concerns how internship practices shaped, inhibited or enabled the awareness and development of interns' capacities to be able to progress in their placements and further in their careers. The fourth subtheme discusses insights gathered from the possible learning involved as interns engaged in practices at hosting sites. These topics will be presented and discussed in line with the proffered comments from the student-interns, the institution's staff, and the industry managers.

4.1.1 Characteristics and nature of practices

In terms of the characteristics of the practices, an examination of the data collected from the interviews revealed the following aspects: work variety and workload, clarity and structure of work performed and the nature of practices either as being operational or managerial. These are explained next.

Work variety and workload

One of the aspects interns highlighted as most relevant, referred to the wide range of daily activities they carried out, depending on the division or department of the company, and nature of the internship; this is illustrated in table 7.

Table 7

Examples of Daily Activities Conducted by Interns

Department/function	Example of daily activities/tasks
Events assistant manager	Managing clients' accounts, creating concepts, holding conversations and negotiations with clients, managing meetings agendas and other related documents; scheduling events; writing proposals, creating budgets, dealing with suppliers; inspecting sites and other administrative tasks; registering guests and crew members for events; communicating with social media staff.
Food & beverage assistant manager	Operating an online table reservations system; assisting in wine knowledge workshops and wine sales training; executing competitors' analysis, market scanning, consumer behavior; drafting standard operating procedures to enhance operations.
Marketing and sales assistant manager	Establishing initial contact with potential guests (mail, phone, face to face); attending meetings and events of various kinds; conducting market search; keeping track of inventory balances in stock rooms; managing budgets and cash flows, design presentations; office administration tasks
Human resources assistant/coordinator	Contacting employees to collect and compile suggestions/feedback to research best practices; developing visual information for employees; organizing staff's events (from building a team to evaluating the event); performing employee's information administration (e.g., hiring, screening, recruiting, training and development, conflict resolution, and employee satisfaction).
Activities related to their research product	Collecting, analyzing and presenting secondary data and primary data from interviews, observations or focus groups.

Table 6 represents the type of work characteristic of hospitality supervisors and managers and thus illustrates the range of possibilities for management interns of this investigation to relate with various others and to deal with various material aspects of work. Such variety also enabled the study to provide diverse insights from contextual variations related to work-related learning at the case companies. As earlier suggested, hospitality work is characterized

as challenging and demanding in terms of shifts and workload; O'Neill and Davis (2011) indicated hospitality managers may experience more work stress because of generally extended working hours and higher responsibility levels (p. 8). As observed in the comments interns provided, in most cases, workload and variety of tasks created significant time management challenges,

I did not have any control over my own agenda anymore [...] it kept difficult to deal with pressure and stress sometimes [...] at one point this resulted in me taking too much weight on my shoulders. I discussed this with my placement tutor and told her that I could not ensure quality anymore due to the amount of responsibilities (IR3); [...] there was more demand ... than what I could supply; [...]; another area I got better at was having to say no to some requests; when there is overburden of requests it is better to say: "no, I cannot handle it" (Int2)

Here, challenges posed triggered different responses among interns; while IR3 opted to seek support, Int2 decided to take self-initiative to respond to the challenge. Dealing with workload and coping with a full-time job as a major challenge for interns was also an observation the group of interviewed industry managers made; however, since interns are treated as 'regular- full time employees', managers regarded this challenge as part of the adjustment process to the real work situation. In fact, they mentioned ability to cope with stress as an essential criterion for selection of interns at one of these companies, "when you are hiring people to work for us the first thing is to know how much stress you can handle" (Ind3). Even though being part of the adaptation process, students' comments might reveal a need to address the negative impacts this dimension of practices might have on interns. Waryszak (2002) for example indicated high work demands and time pressure as a recurrent theme influencing hospitality interns and thus the importance of paying attention to this aspect. Because interns are novice professionals, Eraut (2004) suggests attention should be given to assign work in a way it is sufficiently challenging 'without being so daunting as to reduce their confidence' (p. 270).

In contrast to the experiencing workload as challenging, in some cases, feeling responsible for and passionate about the job, enabled interns to perform additional work: "I do a lot of tasks [...] it will never be 38 hours a week. But it is passion; the things you wanna do" (Int5). Interestingly, in this account the intern perceived additional work as a positive drive, which

does not represent the generally negative opinion about work pressures and high demands associated with hospitality jobs. As here demonstrated thus, there are differences in how interns perceive and experience job variety and workload, and therefore interns' proactivity in voicing their concerns might play an important role in enhancing their placement journeys.

Clarity and structure of work performed

In conjunction with the work variety and workload previously discussed, the characteristics and nature of practices subtheme revealed insights about clarity and structure of the work performed; for most interns, tasks were not always clear as companies lacked standard procedures, or job descriptions were absent or unclear,

Their idea was learning by doing, which I understand, but made me insecure in the beginning of the placement as I had little idea of what I was doing. [...] I am a person that needs structure and clarity; this was not the case at [my company], therefore I missed the learning environment and support sometimes. (IR3)

This comment might be an indication of the limited information available on the job descriptions about placements at some host organization and thus a perceived gap in the role they play in mediating work-place learning. Zopiatis (2007) argued that very often organizations have a limited focus on the nature of work or the overall experience to be provided to interns. However, while the student in the comment above saw lack of clarity and structure as challenging and inhibiting, in another case, the unstructured nature of practices was positively perceived as an alternative to the more 'structured internship':

...[it] is a nonprofit platform for innovation and entrepreneurship [...]; it was at times hard, like me standing in the dark in the deep of a pool trying to figure out how to swim; [...] it consumes your time, no one to tell you what to do, you have to come up with everything yourself and that's how it was for me. I see it as a positive challenge but that's part of my personal[ity], I like to take on challenges, I saw this as an opportunity to learn how was like to have my own business (int2)

Here, the placement had a unique non-conventional structure enabling the intern to practice managerial skills; even though he faced struggles due to the unstructured nature of

the practices, these gave opportunities to reflect on the importance of taking responsibility and bringing structure and organization to the work place. These findings thus differ from those observing that internships should be structured to provide challenging work interns feel responsible for and contributing to the organization (e.g., Eakins, 2000).

Regarding clarity and structure of work practices, staff members and industry managers indicated that even though ‘interns usually have a job description’, some need more guidelines in practices especially at beginning of the placement (Stf2; Ind2). However, according to these stakeholders, experiencing lack of structure and clarity is also part of the adjustment process of becoming a professional. Smith et al. (2015) and Wolf (2008) agreed on the need to learn how to deal with ambiguity and lack of structure at the contemporary workplace environment. Ambiguity, lack of structure and uncertainty create various responses from students; according to Smith et al. (2015), improvisation is one of them which, given the circumstances might lead to creativity (e.g. triggering to work with others to solve issues); but it can also lead to ‘uncontrolled chaos and confusion’ (p. 152), especially for those interns who, accustomed to working with structure at their work settings, perceived practices as complex. For example, as one intern put it, “As an intern, I longed for some form of a standardized document to provide me with clarity” (IR2). While some authors contend that standard operating procedures are a way to mediate organizational learning, others argue that such standards might also endanger company’s efforts to search for novel procedures especially in radically changing environments (Kim, 1997). It might be appropriate to suggest that the adherence to and the following of such procedures and their learning implications might be contingent on contextual variations and thus call for the organization to determine when they are (are not) appropriate (p. 7).

The findings presented here might reveal a lack of structure at some hospitality internship settings which appeared to be a source of dissatisfaction among interns (Jenkins, 2001; Richardson & Buttler, 2012) and a potential cause of disenchantment with the industry (Lam & Ching, 2007; Tse, 2010).

Nature of practices

The other aspect relating to characteristics of the practices performed at the site was the nature of the practices, concerning interns performing operational as compared to managerial type of

work at the site. Interns expressed and reflected on their feelings about not performing at the management level they expected:

Of course, my position did not involve the interesting decisions that my managers got to make. One time I had to chase a co-worker for 3 weeks to get her to bring her passport, so I can make a copy for our filing. This ‘trivial’ task stood out to me. (IR4)

I feel like I didn’t get that much responsibility in terms of making my own decisions and coming up with things because I don’t speak Dutch; [...] I could not really get into salaries [and] contracts which were key aspects for HR, so I stayed in the operational aspects of HR (Int1)

These comments reveal discontent among some interns when occupying an operational position within the organization, which they saw as hindering their development as management interns. Interestingly in the second case (an international student), the added challenge posed by language constrained the intern towards performing at a managerial level, which might have influenced their negative perceptions about the placement. Singh and Dutta indicated that even though entry-level assignments might be essential to ‘form the foundation’ of the job, interns might also end up doing unchallenging tasks resulting in discouragement (p. 95). In some cases, interns framed the challenge as resulting from having an inaccurate idea about the nature of the placement prior engagement:

I discovered I was not satisfied with this task as intern. I felt I could [have] use[d] more challenges which would help me understand the business of [my company] better as well as support my professional and personal development (IR5)

Having an inaccurate idea of the placement as the intern mentioned, was observed by the staff at the institution indicating students might not always be aware of company’s information, the nature of the internship and whether they could ‘find their place there’ as prospective interns. This is of interest as it might be an indication of limited preparation of students in gathering relevant insight about the placement sites. Several authors (Maertz Jr, Stoeberl & Marks, 2014; Ruhanen, Robinson & Breakey, 2013) have asserted that lacking prior knowledge about the nature of placement; the job to be performed, and understanding the culture, have been suggested as potentially influencing expectations, perceptions and

satisfaction among interns. Challenges in terms of the nature of the tasks were thus often framed in terms of lack of proactivity:

I had realized what they expected from me, and it wasn't much. However instead of taking action right away, I remained passive, finished my boring tasks and went home at five o' clock. Looking back, I was so unhappy in that period (IR2)

Interestingly, this same intern reported a different scenario at a later stage:

I understand that as an intern you have to go on coffee runs and make copies, yet this was my management placement, and I was there to learn as well. I was fine putting together folders ... but I wanted to have a voice ... to manage my own events ... to gain relevant experience. I had to fight very hard for this and I probably stepped on a few toes in the process (IR2)

Here the intern reflected on the importance of being proactive to gaining higher level of experience, while suggesting dynamics about how the intern related to others (a point to be discussed in the relationships session). The reviewed literature suggested that interns' proactivity is essential in developing a preliminary realistic idea about working at prospective companies and should thus engage in proactive behaviors to capitalize on the benefits from internships while minimizing costs and drawbacks (Lu & Kuo, 2016; Maertz Jr et al., 2014). My findings generally indicate that proactive behaviors fostered positive internship experiences (Liu, Xu & Weitz, 2011), and thus differ with Beard and Morton's (1998)'s observing that proactivity was only moderately correlated with successful internship experiences. This study however was conducted among advertising and PR students and utilized a survey, not providing in-depth views to find out what activates an intern to be proactive.

Furthering the discussion about the nature of the practices, the interviewed staff of the institution indicated that interns are expected to carry out work at decision making level or at least being able to 'influence processes' at the companies. In their view ideally, they should be enabled to develop critical and analytical thinking at strategic level in line with the requirements of the course. While the interviewed staff stated that interns are expected to carry out some operational tasks: "you still have to pour the coffee so let's also be clear about

that; we cannot change that; it is still an internship” (Stf5), some expressed their concern interns might not be engaging in positions aligned with their knowledge, skills, attitudes and interests, “they sometimes have to do operational stuff that is not really fitting the deliverables they need to do to reach bachelor level thinking” (Stf4); and in the most worrying case they may be taken advantage of at the companies.

In this light, both staff members and industry agree in that communicating expectations could be clearer as there is not always a balance between operational and managerial task to be performed. While for an industry manager, this aspect depends on intern’s interests and attitudes, for other it depends on expectations, “...people think they can become the GM after the internship” (Ind3). In their view, executing operational work is important to understand and become interested in the job and to function as managers, “when you are an intern and you come to the company, first thing you need to do is to start from scratch; you need to understand what is going on before you start making decisions” (Ind3). Unwillingness to do so and not feeling comfortable adopting different roles (Ind1), will constraint their further development as these managers suggested. Like staff members’ opinions, the ideal situation according to industry managers should be a balance between operational and managerial activities during the internship and communicating expectations on interns’ working level.

Concluding, the characteristics and the nature of practices on placements influenced interns’ perceptions about their experiences. These findings uncovered information gaps about the nature of practices on placements to be often unclear, inconsistent or not available to all stakeholders. Maertz Jr, Stoeberl & Marks (2014) indicated that often the standards related to goals, expectations or duties might be unclear or misrepresented among interns, schools and employers which can lead to frustration and disenchantment. Students’ expectations according to Cho (2006), are very often unclear due to lack of preparation and knowledge about the placement which could lead to a mismatch between expectations and satisfaction. Moreover, many employers might not be aware of placement objectives, uncertain about students’ expectations or only interested in filling staff shortages gaps, as Lam and Ching (2007) summarized. As observed, failing to address these issues, could potentially lead to frustration and perceptions of questionable value of the internship program among stakeholders; Perlin (2012) explained that, especially where there are unclear rules, lack of standards and vague expectations, internships experiences might become chaotic. These findings suggest implications for practice on both sides of the stakeholder’s relationships. On the supply side,

the institution could enhance its efforts to assist students in shaping their expectations before internship engagement through course content and work-integrated learning activities. On the demand side, hosting organizations could revisit the characteristics and the nature of work to be performed by a potentially diverse body of student-interns. This will be further discussed in due course.

4.1.2 Managing conflicting practices and dual identities

In addition to the characteristics and nature of practices influencing internship experiences, findings demonstrated the importance of managing conflicting practices and dual identities. This subtheme relates to issues arising from the need of interns to manage two sets of practices within their placement program; while embodying the functions as regular employees at the venues and as enrolled students of the institution, it can be said that interns had to deal with dual identities. This was an important aspect of their internship practices as interns shared that many of their challenges during their placements arose from having to manage these two sets of conflicting practices.

Some interns indicated losing much time in the absence of structure or guidelines which had implications on their placement practices: “it was very challenging to combine the in-company products/tasks and responsibilities with the [report], which made it impossible to finish [it on time] ... This led to stressful situations” (IR3). Another intern stated: “I have faced [...] challenges with handling the pressure of pursuing a Management Traineeship, whilst writing my Bachelor thesis on the side” (IR1). Jogaratnam & Buchanan (2004) indicated that compared to traditional programs, hospitality programs combining academic and practical components can create additional stress. The author pointed to the need to attend to these pressures, as these might influence aspects of job satisfaction. Wang et al., (2015) found out that since hospitality interns’ pressures result from unfamiliarity with work content, they cope by seeking information and communication with coworkers and supervisors. Participant interns in this study however, commented these pressures were exacerbated from challenges derived from issues around their research assignment, especially the Career Launching Plan (CLP). The CLP is a document in which students discuss their career goals and the related learning goals required to achieve them, as well as the proposed focus of their research to be conducted while on placement. Perceived inconsistencies in and misinterpretation of the requirements brought about challenges during the internship:

I lost quite some time in preparing [the] proposal. There was no given structure, which I found very hard. It was difficult to know where and how to start as well as how to proceed. My first research proposal was disapproved (IR5)

Being cognizant of interns' challenges in balancing research assignment and placement, staff at the institution however believed interns' procrastination and undertaken additional work, impacted such balance: "...they take the job and they think "I will write [the report] in the evening", and that doesn't always happen; so, then you get delays..." (Stf3). Moreover, staff indicated several students did not have a clear idea about their research focus before starting the internship, while others had to re-write their CLP because it was not aligned with their actual experience at the site; this might relate thus to uncertainty in how to progress a practice. A staff member of the institution added:

Some students did not read the preconditions, handed in the CLP, went on placement, then heard that their CLP was not approved; during their internship, they had to rewrite [it] and discovered that doing the internships [and] rewriting CLP was too much work (Stf1)

Here, staff's perceived absence of a relevant practice on the students' part, suggesting there were general guidelines and potential hindrances interns need to be aware of in advance to minimize problems related to balancing work and school assignments. Institution's staff's perceptions extended to those related to hosting companies' attitudes towards interns carrying out their report while on placement. According to staff, while most employers were usually supportive and saw the value of interns' research contributions, others expected interns to concentrate on work. Similarly, industry managers expressed their awareness of the challenges interns face in balancing work and academic demands; while most interviewees were willing to assist interns with the assignment, for a manager, the report was interfering with work duties:

I am asking him on the day he is working on his report; "would you do something for me?" he said: "no I'm working on my report today ... I'm getting really nervous when I'm working on my report and you are asking me something to do..." (Ind3)

This proffered comment might indicate that due to the pressures of balancing both functions, this intern might be failing to see the social obligations inherent in working on placement. This manager acknowledged that lack of clarity in adequately balancing work and assignments on internships might become a source of tensions; and like staff's views, the manager perceives gaps in understanding and managing expectations in advance concerning time allocated for research/assignments. However, these observations could also indicate that although interns are regarded as regular employees, their condition as learners might not always be considered. Fuller and Unwin (2003) argued that providing an 'explicit institutional recognition of, and support for, apprentice's status as learner' characterizes organizations that foster learning (p. 47). For interns this dual status might mean that while they are expected to link theory and practice in their research assignments for school, they also need to comply with the daily work demands of the internship site.

The issues presented here are connected to the point made earlier about expectations being shaped by relationships and not being always clear nor shared among stakeholders. Unlike Maertz Jr et al. (2014) observations that internships benefits entail understanding the needs of employing organizations while ensuring the academic goals of interns are achieved to some extent, my findings showed this was not always present at the case placement program. The findings contribute novel insights to fill one missing element in the existing literature; a consideration on stakeholders' views on challenges interns face in managing conflicting practices as they integrate both formal (academic coursework) and informal learning during placements. As discussed, addressing this issue is essential in enhancing interns' placement experiences, their career perspectives and their perceptions of working for the industry.

4.1.3 Developing knowledge, skills, attitudes and self-awareness

The third subtheme connected to practices, relates to insights on the ways the internship practices shaped, inhibited or enabled the awareness and development of knowledge, skills and attitudes (KSA) of interns. The insights are presented from the point of view the three stakeholders. A contribution of this analysis is that while much of the literature tend to merely describe practices and knowledge, skills, attitudes involved, this investigation attempts to address more of the lived experience of interns' learning to realize new practices in their way to achieving their goals. In addition, it points to underlying issues associated to achieving a

better alignment between the stakeholders at the supply side (institution and student-interns) and those at the demand side (hosting organizations).

All interns reported gaining skills that contributed to learning practices. Skills recurrently mentioned were: increased decision making; problem solving; dealing with pressure and stress; interpersonal, social and teamwork skills, time management and leadership skills as an intern commented: “[by] fulfilling the role of F&B Supervisor, and closely leading the team of 7-9 employees on a daily shift, I acquired leadership skills” (IR1). Harkison, Poulston and Kim (2011) indicated that developing generic skills as those interns mentioned, have been identified as essential contributors to employment readiness, and because these skills appear to be more difficult to train, they are preferred above technical skills, especially in hospitality work settings. However, as comments suggested, developing capacities, arose from and were mediated through social interactions and not as an individual occurrence.

Interestingly, most challenges related to practices involved hindrances in problem solving and decision making (generic skills as mentioned above). Lundgren et al., (2017) suggested that reflecting on practices enabled interns to identify problems, develop self-awareness and the need to acquire, improve or further develop competencies. Illustrating this point, interns indicated lacking level of confidence, job knowledge and such skills as priority setting, which they noted as exerting major influences in practices:

I feel like I had to have certain abilities for this position which do not come naturally to me. [...] Prioritizing was difficult [...] I simply started doing many things at once, forgetting to finish some ...and not remembering to do some at all. (IR4)

Facing challenges like these and hindrances posed to getting ideas implemented lead interns to devise strategies:

there was this case of creating a new company; a startup running the kitchen [...] but it was not possible because of the zoning [regulations] [...] it was not legally allowed [...] We decided to start up a catering not open to the public, only to closed events; then is considered ok; so there [are] these loopholes you get familiar with but that is the essence of entrepreneurship. (Int2)

This comment exemplifies one undertheorized area of practice-based learning mentioned in the literature review, Fenwick (2012) identified as ‘adaptive practices’ (pp. 67-68). The intern uses a workaround approach to make other practices possible; interestingly these were also mediated by material aspects of practice.

Self-awareness was essential as participants indicated their internship experiences contributed to underline the importance of the role others played in reflecting on capacities and attitudes:

[...] because of my laziness...at beginning I was just set back relaxed...then I had the assessment; I saw she [my supervisor] was giving me low grades, this motivated me to snap out; so, I got more involved, pushed more ideas, approached colleagues ... (Int1)

As in other instances in this investigation, this comment illustrates the point that expectations are shaped by relationships. Getting low marks in the appraisal form because lacking proactive behaviors, prompted the intern to act and reflect on the importance of feedback in shaping KSAs. Here too, the role ‘others’ play in developing KSAs and learning practices, were important to interns who indicated “[...] getting in touch with people who teach you to think differently and encourage the “out-of-the-box thinking” (IR1); “I have made use of one-on-one performance reviews, applied constructive feedback in practical situations and learned by simply discussing certain challenges that I faced with lecturers but as well, students” (IR1). Eames and Coll (2006) observed that, in organizations it is “through social interaction, in which participants share knowledge and understanding, that they come to understand what they do” (p. 2). Here the role of proactive behaviors was also essential in securing such understanding; Martin & Hughes (2011) argued that employers appreciate behaviors as using own initiative and think creatively to overcome problems and add value to the organization.

Furthering these discussions about developing knowledge, skills, attitudes and self-awareness, industry managers generally perceived interns positively as ‘well prepared’, having a good hospitality attitude, theoretically competent and mature. However, they perceived improvements could be made in terms of the ‘generic skills’ mentioned earlier. The managers indicated students could be more proactive and assertive in asking more in-depth critical questions, and not be afraid of making mistakes. Moreover, industry managers believed they do much to develop and support interns with training, coaching and feedback towards

competencies enhancement. However, in their view, the institution could do more to: “...prepare [the students] at school to decide on the spot how they’re going to solve a certain complaint” (Ind1). These findings suggest implications for practice at the institution as potential supplier of human capital for the industry in terms of revisiting academic content and experiential learning approaches aiming at enhancing students’ skill development. Ruhanen, (2005) for example highlighted the use of activities such as role-play in enhancing skills and confidence; however, Armstrong (2003) observed that such activities need to be applied considering the characteristics of the participants and the type and amount of material provided.

Both managers at the site, and staff at the institution talked about interns’ inability to be critical and ask in-depth questions. Staff at the institution asserted that although interns usually have a job description and go through induction and orientation programs, they felt such programs were lacking or inappropriate at some companies:

...there are also managers who say: “ok, you will learn by doing it; just go and sit and start with something” [...] I had a nice example of a student who would say: “I had a perfect introduction on the company values and believes and background but one major thing they forgot to explain was also give a small [orientation] tour!” (Stf6).

This comment might suggest lack of proper orientation could have an impact on interns’ understanding of practices, skill development, and generally adaptation to the new working environment. The comments also suggest implications for practice at the hosting companies aiming at facilitating enhanced learning environments for interns through proper attention to orientation and adaptation processes of interns. Trede et al., (2013) identified proper orientation as one of the interactive dimensions comprising an effective work place learning environment. However, as both industry managers and staff at the institution indicated, even though they provide sufficient training and support to student-interns, they feel interns also need to be proactive and responsible for their own development.

The findings in this section made clear that practices and associated challenges, triggered interns’ awareness of own limitations related to capacities and a possible need for development. Moreover, the way they perceived and experienced practices and the capacities and the need to develop them, were mediated socially, depending on possible contextual

variations at the companies and were also contingent on interns' proactiveness. The next session discusses the learning that arose from practices.

4.1.4 Work-related learning

The findings in this theme illustrate possible ways in which interns might have learned because of the characteristics and nature of practices; while balancing work-school demands and while developing knowledge, skills, and attitudes. Concerning the characteristics and nature of practices, working daily in an environment featuring job variety, contributed to enhancing learning about essential aspects of her site as one intern phrased it:

By managing e-mails on a daily basis, attending weekly meetings and reviewing communication processes of HODs, I have obtained a clear vision on communication within [the company] (IR1).

This vignette illustrates an integration of face to face contact and the use of technology seen by the intern as a learning opportunity at the workplace. This comment shows a link with the sociomaterial dimensions shaping practices and learning; 'intra-acting' with people and 'things', make part of workplace learning as Fenwick (2014) indicated. This might be an example of what Orlikowski (2007) called, "constitutive entanglement of the social and the material in everyday organizational life" (p. 1438).

In addition to learning from job variety at the organizations, interns reported contrasting views about learning from work situations or environments lacking clarity and structure in practices. While an intern perceived this as inhibiting or a missed learning opportunity, the other indicated:

I learned how to deal with critical situations and complaints on the spot and to always expect the unexpected. I needed to take control and respond immediately, which required a lot of flexibility, which is not something you learn during your studies.
(IR3)

The comment illustrates professional learning taking place in unpredictable, unstable, undefined, spontaneous, informal and at times unintentional manner (Engeström, 2001; Eraut,

2004; Dean, 2015). Dealing with improvisation and the unexpected, are features of workplace learning (Fenwick, 2014); interestingly here, the intern underlines this learning taking place outside academic experiences.

As earlier illustrated, the nature of practices exerted an influence on how interns perceived and experienced work and the placement sites; this and the challenges posed, triggered interns to act upon them in distinctive manners, resulting in learning opportunities. For example, some interns perceived routine, menial or 'boring tasks' as constraining learning; which some staff at the institution perceived as potentially contravening the learning objectives of the management internship. According to Fleming (2015), tasks that do not expose interns to tensions and politics within the organization or tasks with limited consequences, challenges, and responsibility, will have influences on gained learning. However, for some staff at the institution and industry managers, there is a perception that much learning can be gained about the organization if there is a balance between operational and managerial tasks.

In terms of managing school-work demands, formal and informal learning entanglement in practice was evident as interns needed to comply with academic requirements (their report) while carrying out daily internship duties. Dealing with this balance, prompted interns to adopt strategies to satisfy the demands of both sets of practices and possible implications of their dual identity as students and employees. Such strategies involved the use of reflection as essential to their learning process, "I think the self-reflection is important because at this point in time you really need to think about yourself and what you want to do" (Int4). Fuller and Unwin (2003b) suggested that engaging interns in experiences involving both formal and informal learning, contribute to 'expansive' development; meaning, the two types of learning are likely to increase the quantity and range of opportunities for participation, establish synergies and thus increase learning. The authors argued that programs linking education and the workplace, are important for the development of skills and knowledge, thereby contributing to fulfill the potential of stakeholders (p. 424).

In terms of developing competencies (KSAs), the findings uncovered learning orientations among interns; for example, interns reported learning to work independently and to apply previously acquired competencies,

I learned to trust my abilities [...] Even when I made a mistake, I held on to that belief and fixed it independently (IR2)

I truly felt like I am using my knowledge gained at [the school], which gave me a great sense of achievement (IR4)

Here interns highlight an enhanced level of confidence from learning through newly gained skills, from applying previous skills, and learning from mistakes. Ashton (2004) observed that individuals' gained confidence and engagement from previous experiences are influencing elements on learning motivations and performance; however, for learning to be further enhanced, interns need to be provided with the opportunity to practice and develop new skills, which also depends on the proactivity level of the individual to develop them (p. 45-49).

Concluding this theme, being required to work under challenging situations and work settings featuring limited or lacking information, structure and generally facing inadequacy, ambiguity, and uncertainty, triggered various student-interns' responses. Of much importance was, proactively seeking to secure relevant management level work while pursuing a balance between two conflicting sets of practices namely, a full-time internship and academic requirements all in line with their career and future orientations. Importantly, how interns experienced and perceived the work performed in terms of variety, workload, clarity, structure and conducting operational as compared to managerial work, all suggested impacts on how they felt about working at the organizations and generally in the hospitality field. This was also the case as interns had to manage often conflicting sets of practices and dual identities and issues related to KSA's awareness and the need for developing them; all of these had implications for their decisions about career and future perspectives. For example, their internship experiences contributed to establishing links and networks they perceived as valuable to their careers and future; while not in all cases these were not necessarily aligned with their interests, contributed in some meaningful way which also suggested distinctive learning orientation among interns. Finally, facing ambiguity and uncertainty did not mean student-interns achieved learning; a supportive environment provided by supervisors, employees, and perhaps other interns was determinant in pointing out towards the proactive response rather than simply a reflective response, which then lead to learning on placement. This theme has contributed to address an absence in literature by providing vivid accounts of

lived experiences from the primary stakeholders on learning on placement. Student-interns' learning orientations were also evident in the second theme on material dimensions to be discussed next.

4.2 Theme 2: Material dimensions

The physical and material dimensions (and their influences on student-interns' learning) is the theme of focus in this section. The topic was identified in the reviewed literature, as a neglected area of research in workplace learning environments (Carlile et al., 2013; Orlikowski, 2007; Trede et al., 2013; O'Tool, 2001); and as Lynch et al. (2011) pointed out, there is a need for exploration, debate and further scholarly development particularly pertaining to the hospitality-materiality link. This study seeks to contribute to the understanding of how materiality shapes placement experiences by providing new insights from the interviewed participants, the submitted interns' final reports and comparisons to existing literature. Supporting these insights as a form of data triangulation, site assessment notes were incorporated. This information illustrated aspects of the material nature of internship sites which were not evident in the other sources of data.

Sociomaterial perspectives point at existing dynamics among 'actions, things and bodies' that help to understand learning at work settings (Fenwick, 2010). Hospitality work settings feature an interplay of practices, relationships and material dimensions that appear to be very complex and thus could be interpreted through a sociomaterial lens. Materiality in this study relates to objects and spaces carrying meaning and social functions. Objects might include, technology, such 'practice-based artifacts' as 'organizational documents, narratives and resources that describe and prescribe practices of work integrated learning' (Williams & Walkington, 2015, p. 100); these according to Eraut (2007), are important as they act as 'mediating artifacts in structuring work and sharing information' (p. 416). There are also the spaces and the physical surroundings of an organization (O'Toole, 2001), and the human body, all having a significant impact on how people work and learn (Lugosi, 2014).

The findings attempt to demonstrate that material aspects do matter in practices and learning on placements. This section will firstly discuss how physical material aspects influence practices and learning; then it will examine how these dimensions influence relationships,

networks and work-related learning; and finally, the role these dimensions play in career and future perspectives of interns.

4.2.1 Material dimensions influencing practices and work-related learning

The findings uncovered two aspects pertaining to how materiality shaped practices and learning; these were, artifacts and spaces. Although the findings featured an interesting range of divergent opinions, most interviewees agreed that material aspects were important and impacted interns' practices and learning during their internships.

The role of artifacts

Referring to the literature review, a distinction between artifacts and objects within the sociomaterial literature appear to offer disparate views (Rafaeli & Pratt, 2013; Weißenfels et al., 2016); this section refers to these terms interchangeably. Interns recurrently mentioned the use of artifacts or objects in their accounts and how they influenced practices and learning; these included technology, documents and other materials; issues of control (policies, guidelines, rules, contracts and regulations); and the interns' management advisory research report. These artifacts often overlap; for instance, a written contract can be both a document and an organizational control tool while access to information files might entail the following of policies and regulations. Nevertheless, artifacts according to Eraut (2010) play a critical role in structuring work, sharing information and mediating group learning (p. 29).

Technology, documents and other practice-related materials: These artifacts were important among interns, allowing them to understand practices, promote success at their positions and to shape perceptions they had about organizations and their stakeholders. An intern illustrated the varied range of such artifacts involved in daily practices, when she asserted, "I learned how to work with the CRM system, e-mail and server...designed many different printing materials and presentations...designed evening-program booklets, badges..." (IR3). This example illustrates the wide range of materials employed and the amount of information acquired, which influenced her perception of work as 'exciting and intense'. Eames and Coll (2006) observed that the more access the intern has to such resources and artifacts, the more opportunities for learning are presented; however, as in most accounts for this to happen, proactive behaviors were an important attribute,

I would just dig into the computer common file...this taught me how the organization is set up...I learned how to solve [issues]... design software for posters, PowerPoint and outlook. (Int1)

As this example shows, in addition to the intern's proactivity, practices and learning were facilitated by the access to other artifacts like the computer common file; and in some cases, to the degree to which the hosting companies allowed interns to access information needed for the job:

I can access anything what I want... they showed me all the financial stuff, the plans... all the documents and everything; what I like about it ... they really trust me (Int4)

While this granted open access to sensitive information was a matter of the management's feeling of confidence about the intern, for another it was a matter of prior compliance with requirements for example the signing of a confidence letter. The letter as Williams and Walkington (2015) would suggest, functions as an artifact that describes and prescribes practices, not just ensuring compliance but with the potential ability to 'improve the relevance of practice-based learning' (p. 99). Industry managers suggested that access granted to information needed for the job depended on the nature of work:

For HR for example there is a lot of confidential info, but the intern is like an employee for us; during the recruitment and selection one of the competences [...] that I can trust the intern (Ind2)

In this case, to ensure confidentiality, proper screening during hiring needed to be observed; the screening process might be here seen as an important mediating artifact to investigate intern's history and possible networks for him to be granted access to information. Here the organization's need to device strategies to safeguard and manage the flow of downward information, to be released to employees (Demska, Lewis, Yao & Yildirim, 1999), was a mediating factor. As the comments suggest, contextual variations at organizations determine, mediate and influence interns' learning experiences and thus, their perceptions of the organization either as facilitating or constraining practices. The comments suggested there

were different levels of access to information and artifacts which interns might have perceived as facilitating or constraining practices; the following vignette however, illustrates the occasions when information and artifacts were lacking altogether:

Our first meetings were a bit unstructured, since we were all figuring out what needed to be done and how we could execute it most efficiently. It was the very first-time interns had organized such an event, so there were no guidelines for us to follow (IR5)

In this vignette, facing lack of structure or guidelines and ‘dealing with the atypical’, interns resorted to problem solving through interacting with others, thereby engaging in what Engeström (2001) called, ‘horizontal or sideways learning’. Interestingly, in these situations featuring absence of artifacts to facilitate practices, interns needed to be creative and to make decisions on the spot.

The importance attached to artifacts were not merely limited to the understanding of practices or gaining competencies; artifacts also enabled interns to create awareness of perceived shortcomings in skills and competencies, as interns indicated,

The process of creating the inventory control system...was pretty hard for me. I am only a little skilled in the execution of excel. It took me a while and several YouTube videos to understand how I could ...make my excel document interactive (IR5)

In this example, in addition to being aware of limited skills, the intern was proactive to ‘try things out herself’ and experiment with materials to make sense of practices. Interestingly in this case, the videos were employed as a mediating artifact to understand those artifacts which were necessary to perform her job. Viteritti (2015) argued that novices entering workplaces do not necessarily ‘stand and watch’ from the periphery and learn through gradual involvement, but rather can become active participants contributing to the work community.

Artifacts however, were not always perceived as facilitating practice. In some cases, these were perceived as constraining; for example, when interns sensed the inadequacy of an artifact inhibiting communication with their academic supervisor: “The communication sometimes is a bit slow because a lot of the times is by email; that might be a little bit difficult” (Int4); and when interns assessed practice-based learning artifacts:

I realized that I had to find a lot of content in this manual by myself ...I perceived that as chaotic.... I became confident that future interns would obtain much-structured ... procedures and policies throughout their internship... this is more reliable and structured (IR5)

Eraut and Hirsh (2010) observed that ‘some artifacts in daily use carry information in a standard way that novices soon learn to understand’. As this comment show, however, addressing issues from perceived inadequacy and lack of structure in artifacts, led the interns to take responsibility, contribute to promote organizational change and facilitate the practices of future interns; another intern shared a related comment:

I know from Quality Management (class) ...that standardized procedures is just important...they all know about this kind of things, but they don’t use them ...that’s why I want to ... help them standardize procedures ... check lists and task division (Int4)

In addition to perceiving a lack of artifacts and being willing to promote organizational change, this intern underlined the relevance of knowledge acquired at school to make sense of practices at the site and to potentially inform her contribution toward enhanced practices. Standardization in this context was understood as guidelines and processes by which consistency and quality of a product, practice, activity or event is supported (ISO, 2011); Hungerford and Kench (2015) explained that such standards provide a ‘common ground’ to assist students in learning as they transit from university and workplaces to undertake practice-based learning. However, in this case, such common ground was non-existing at the site and thus the intern perceived organization and structure of practices could be enhanced by introducing standardized operations.

Organizational issues of control: In addition to technology, documents (policy statements, procedures, forms, and other artifacts, as mentioned in Williams & Walkington, 2015) played an important role in shaping practices and learning during the participants’ internships. According to Gherardi and Perrotta (2014), “Controls in organizations are necessary to ensure that organizational members direct their efforts towards organizational goals”; however as one

intern experienced it, this aspect essentially related to human resources at her hosting organization was inappropriately managed:

I have [this] idea of the owner: “let’s put the hotel school students at the company and she [the manager] will organize everything”, but this has not been communicated to the employees, nor to the school, nor to me specifically because I have no job description! (Int6)

This comment reveals the absence of an artifact that would otherwise assist in shaping expectations, help mediate practices and learning at the workplace and guide interns’ efforts. Zopiatis & Constanti observed that a job description is a vital component of hospitality internships because it ‘acts’ as a standard to evaluate interns’ performance (2012, p. 49); however, as here demonstrated, the absence of such standards influenced intern’s perceptions of practices and organizational communication as constraining. Another intern proffered an interesting comment about contracts:

We have to do a lot of groceries... ourselves and we have to wash guest towels ourselves at home!... sometimes you are cycling like you see people in New Delhi or in Jakarta... just like stacked with a bike like that (Int5)

The participant indicated that the situation arose from the lack of clarity in the contract: “in the contract it says [that] you are at the operational level and sometimes [they] will ask ‘to perform our tasks’...[but] it doesn’t say that you have to buy groceries yourself” (Int5); this is an interesting finding to point out as policies, contracts and regulations might feature ‘grey’ areas which might work to be used to exert some kind of control to the advantage of management. Fenwick (2015) argued that as ‘objects, bodies, technologies, and settings permit some actions, and prevent others,’ materials can convey politics dimension as there are values and interests to be negotiated. (p. 85)

Staff members offered their opinion regarding issues of control:

[It] has to do with how committed you are to the company goals and how politics minded you are in playing games and lobbying... the only thing you can do is when you have a job interview [you should] ask questions ... to see how things work there.

On the other hand, you cannot regulate everything, so you also need to be open for experiences (Stf4)

As here suggested, this was an issue usually left to interns to be aware of, experience, be proactive and voice their concerns about. However, academic staff indicated this was an aspect not explicitly contemplated during interns' studies program. This might point to a possible implication for practice in educational content around these aspects or at least to create awareness among students of contextual variances at organizations in terms of values and issues of politics.

Management advice report as a sociomaterial artifact: Interns' statements highlighted the importance of their management advice report as an artifact informing practices; contributing to their learning about the company, about their field, and generally to make sense of the entire placement and learning process. Dean (2015) observed that what interns talk about and do on placements, reveal more sociomaterial dynamics in their reflections about their internship than the 'learning that meets the expectations for assessment' in reports. As it was observed in this investigation besides revealing sociomaterial features, an essential part of interns' reports was the creation of professional products aiming at offering recommendations to hosting companies towards improved practices. One intern stated, "The major solution I came up with... will enable the organization to achieve and sustain competitive advantage for a longer period...enhancing the added value for the customer" (IR1); interns generally perceived these contributions positively especially when organizations and other stakeholders valued their efforts:

[my product] emphasizes on account management...the client felt was missing in the company. [They] will use the strategic marketing direction as a support for decision-making. The new interns at the company are currently using it as a ground for the creation of a sales and marketing plan (IR3)

These examples demonstrate that the report sought to bring about benefits to the hosting company, its clients and other student-interns, while functioning as a research assignment. In addition to learning how to conduct research, interns intimated that the report contributed to their learning, and that the "...experience developed my way of thinking on a managerial level" (IR1). Referring to literature, Horan, Finch and Reid (2014) mentioned

interns' reflective logbook as embodying academic credit, studies progression and determining 'performative actions' (p. 14). However, as here observed, the management report functioned as more than an academic requirement towards interns' graduation; it performed as a sociomaterial artifact serving a complex set of multiple purposes; it transcended boundaries and involved and impacted various stakeholders, not only students but also managers, employees, future interns/trainees and the institution's staff. These findings thus suggest a contribution to understanding the role artifacts play in internships.

The role of Spaces

Spatial aspects have been pointed out as an overlooked area in discussions about workplace learning (O'Toole, 2001); yet participants in this study proffered comments demonstrating the importance of spaces influencing interns' perceptions about practices and learning during placements.

Table 8

Recurrent Physical Features of Space Interns Perceived as Important

Intern	Features of space
(Int1)	<p>"you spend 8 hours at work a day minimum so it's like your second home... if you are not feeling comfortable ... it just affects you" (Int1)</p> <p>"...it was stuffy in there, there was just like a roof window...there were other rooms which had direct sunlight but not us." (Int1)</p>
(Int2)	"I had a lot of high expectations how clean it [the space] should be"
(Int3)	<p>"Specially a window, not underground; that is for me important, you know hotels how they look like sometimes"</p> <p>"I shared a nice office and it was a nice place to work we had our own coffee machine and it was a nice environment, we had a window, so we could look outside... [it] was fine"</p>
(Int4)	"...[it] means that your chair is nice, that your light is good, that your Wi-Fi is fast enough, that you have coffee or bathroom; that you feel comfortable like you are ... at home but working."
(Int5)	"I value the meal as the most important, I'm there 12 to 16 hours a day but in that half hour... I wanna eat [well]"
(Int6)	"... the opportunity to get outside and get fresh air , relax and come back; that is for me very important"

Spaces in this section refer to aspects including physical layout, buildings, working and break areas and other features regarded as comfort- related physical/material dimensions. For most stakeholders the ideal space would feature facilities that cater to the needs of the users, providing a feeling of ‘being at home’ and ‘safe’, and generally having other ‘people around’. Interns recurrently mentioned working spaces including internet access, use of technologies and coffee places to work at, as important (illustrated in table 8).

Interns’ perspectives on spaces: Only a few interviewed participants felt positive about material aspects of space which was evident in this statement:

... it makes me feel I’m in a cafe with my laptop working...it’s really easy to shift your body and your computer in other kind of setting...I think in the ‘generation of the laptops and lattes’ how they call us, that’s how I feel it should be in offices (Int4)

This intern suggested an ideal working environment is one that integrates work and feeling at ease or relaxed in the same space. Aside these physical comfort aspects, being in contact with others, was important about how some interns felt about spaces, “...a space with fast WIFI with other people who are active... that provides a lot of stimulation and creativity...” (Int2). This view was however not shared by another intern who, perhaps due to potential situations of peer control, stated: “I need to be very productive, I need isolation to be really focused and concentrated” (Int6). This suggest it might be relevant to observe that students on internships have different preferences and perceptions about working spaces which might affect practices and learning which transcend the mere focus on comfort related aspects.

Interestingly, spatial dimensions appeared to influence learning as one intern explicitly stated: “Since I was working in a very small office, I also picked up tasks outside my job description to assist were needed” (IR5). Here we see a link with the variety of practices performed mentioned earlier; interestingly, this broadened scope of opportunities might have been mediated by issues of space which in this case the intern perceived as positively influencing current practices, learning new practices, and perhaps relationships with others. Figure 4 overleaf provides an example of the kind of working spaces student-interns described (individuals in the photograph are not interns).

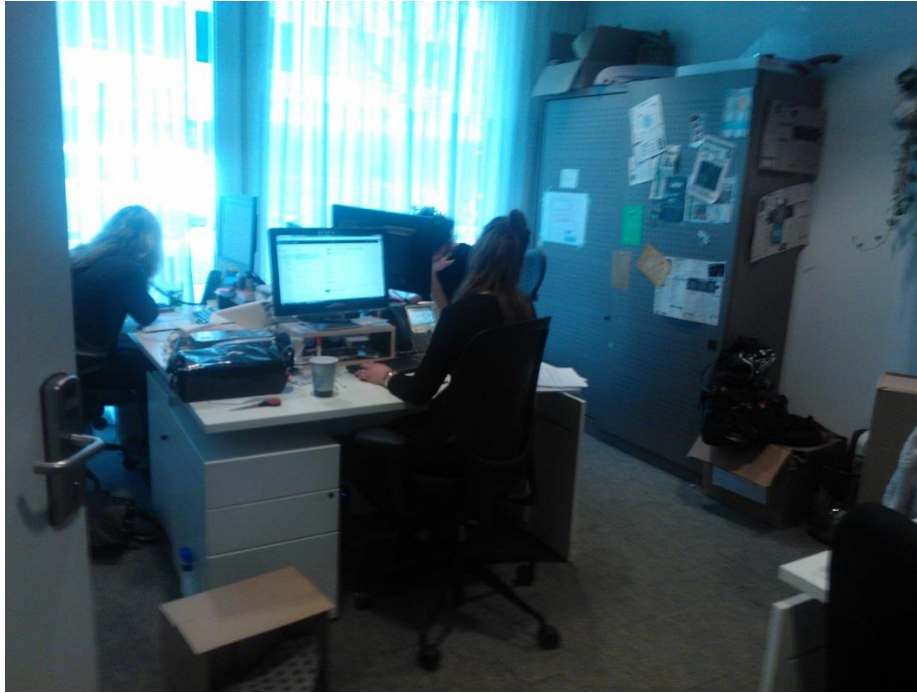


Figure 4. Example of working spaces for student-interns

Most interviewed interns did not experience various spatial aspects of their internship sites positively. The physical work environment has influences on employees' satisfaction and productivity according to Dardeer, Tag-Eldeen & Salem (2017), which as Krause, Scherzer & Rugulies (2005) observed, have higher rates of occupational injury and illness among hotel employees as compared to workers in other service sectors. Added to the challenge are the demanding characteristics of employment in the hospitality industry in terms of long working hours (Siu, Cheung, and Law, 2012) and often working in the least physically appealing areas of the building's back of the house. Dardeer, Tag-Eldeen & Salem (2017, p. 44) found that the most satisfied and most productive employees at investigated hotels were those who having the highest level of convenient physical work environment. In the present investigation all participants mentioned that material aspects of space did influenced practices:

...we shared one lift with [other companies], we were on top, so it takes forever and [it] stops everywhere...; if you are in a rush and...just going one floor with the trolley full of things is just a nightmare (Int1)

This comment clearly exemplifies the intern's perception of spaces influencing daily practices; interestingly, this intern had moved from HR department office he had already perceived as 'stuffy' and lacking daylight (see Table 8). While some interns felt helpless

about inconvenient spaces: "...everybody feels the same... it is a really small area...; there is nothing to do about it." (Int5), others detected the need to address them; made suggestions and even acted towards enhancement,

... in my case nothing was in place; I had to put it into place... my first practical experience was at a five-star hotel; so, I had a lot of conflicting challenges when I first started, especially about the cleanliness of the space (Int2)

Given these perceptions of inadequacy in their spaces, the interns felt the need to take responsibility and be creative to adjust, modify, transform spaces and create artifacts to facilitate tasks or to come up with their own solutions to perceived issues at their organizations; which indicate an appreciation for appropriateness, aesthetics and proactivity behaviors playing a role:

We redesigned... developed... custom build a lot of the space overtime...we had very ugly unpractical round tables, we redesigned them as larger square tables; also, large table and whiteboard [and] a large painted wall so we could draw on it for ideas like blackboards. (Int2)

Two interesting ideas can be drawn from these accounts. First, past experiences at previous settings might have played a role in the way interns perceived and assessed current spaces (e.g. having worked at a five-star hotel). Interns might have shaped their attitudes, values and beliefs about these dimensions, which might have enabled them to take responsibility, if they were aware of the inadequacy of the newly experienced spaces. Second, interns placed importance on comfort and expressed appreciation of aesthetics. Gherardi and Strati (2012) argued that establishing and maintaining aesthetic order is ingrained within social practices, and involve material artifacts, sensory awareness, bodily doings and sayings and judgement of quality; all of which is emphasized by the practice-based lens (Hopwood, 2016, p. 82). In this case however, this might be an indication of a developed sense around aesthetics possibly arising from their preparation in hospitality industry, a field characterized by its focus on appropriateness, order and beauty in seeking to promote guest satisfaction. Having a feel for enhanced physical environments, interns were determined to reconfigure them, and the drive to appreciate beautified appropriateness, in this case at least, triggered them to interact and produce an improved setting.

Institution's staff perspectives on spaces: Most staff members, believed material dimensions were important in contributing to the wellbeing of interns; however, their influence on practices depended on the individual students' interest and perspectives, and as here suggested, generational issues might also have influenced interns' perceptions of working spaces:

These young people...travel around the world, they need the laptop and they can work at any coffee place they want to because they kind of look the same; so, if you talk about the physical aspect, of a placement if a company can match that kind of physical environment the students will be very happy (Stf2)

This staff member's observation resembles Int4's views on working spaces earlier discussed; however, Stf2 indicated that most companies aren't designed according to new generation's needs and interests; for example, a preference for shared spaces to work with others:

They are used to work together with people cause they also study together; if they are in a physical environment where there is multiple people ..., I notice is something they like; being alone in an office by themselves is not what they usually like (Stf2)

This statement suggests shared spaces might not only influence practices but also indicate an overlap with the social dimension. Vaagaasar's study (2015) on office spaces shared by people working in projects, demonstrated that space does influence relations among individuals and how they work and learn; she asserts that the mere sensations of 'activity' and 'sharing' might encourage motivation, commitment and knowledge, but also peer control.

Placement supervisors/coaches specifically, indicated these issues were usually not communicated from student-interns as a significant aspect; for some of them, issues of comfort were more of a 'hygiene' factor not exerting a substantial influence on placement:

I just assume this [aspect] does not reflect on the way [interns] are delivering. I believe it is a matter of adapting ... to the environment even if there are no meals... or [interns should] be assertive enough to mention if things are not adequate or up to their standards... (Stf5)

For this supervisor/coach, the impact of spatial issues was a matter of interns' awareness of the variety of work settings and the need to adapt to those. Other staff members however shared a different view on interns' concerns about inconvenient working spaces:

there are hotels where all the staffing departments are in the cellar, so you do not have any light; we know that kind of thing because that is the cheapest part of the building... if they are in the cellar and the distance with the rest of the organization might be big, I can imagine that might have an influence (Stf4)

O'Tool's (2001) study made a similar observation in a customer service-related organization where more resources were allocated to areas dedicated to clients as compared to those areas for employees; in these parts of the facilities, perceived 'unnecessary frills' were not provided. For some stakeholders such differentiation might have an influence:

We know from experience that those companies that have difficulties with offering a desktop space where they can sit and do their work, have impacts on the quality of their internship... [interns] talk about it; but if the issue cannot be solved, then they address it to the school and they will probably address it to future students; they say: "this is the case, but be aware" (Stf6).

The views of these two institution's staff members might suggest that interns do not necessarily discuss this topic with all stakeholders involved in placements; or the information about this issue is not being disseminated across the institution. However, staff members also indicated that the way some interns felt about spatial and physical aspects of comfort at their sites, might have arisen from a misinformed perception of the spaces they would be working at. Stf3 explained that "They know maybe the part of the hotel that the customers visit but not necessarily the part that they will have to [work at]". This misinformed perception might indicate a gap in information and orientation support provided before placements. It also points to an implication for practice for the institution in creating awareness of the critical importance of providing adequate orientation and relevant realistic information to student-interns prior placements; and for students to act proactively to maximize their placement experiences.

Industry managers' perspectives on spaces: Similar to views of some staff at the institution, industry managers concurred with the idea that the wide variety of placement experiences determined the extent to which material aspects influenced internships. This depended on the nature of the work as being either operational or managerial, or on the quality of physical aspects of the area either at front of the house or back of the house sections of the organization. There were no specific guidelines students and companies' management followed as it was an aspect left to both parties to agree upon. An unexpected finding in this study were the criteria industry managers and institution' staff believed were important among interns to select sites to conduct a placement as related to material aspects of space. Location, inexpensive accommodation, the company's concept and 'young' organizational cultures were identified as relevant to interns. Participants shared that, "many students like [for example] to stay in Amsterdam because they can stay at home (stf3)"; and "they don't wanna travel a long time for work, they wanna work within a short travel distance" (Ind3). These findings are of relevance to both industry managers and institution as these reveal factors interns find important when selecting placement sites, which is an aspect of internships not sufficiently investigated within the existing body of literature.

In addition to the interviews conducted with industry managers at the three companies, a tour through the facilities at these venues confirmed some stakeholders' comments on such spatial aspects. The visited site (A) featured a unique concept worth mentioning in this findings section. The venue had a dual function; from the first of October until the thirty-first of May, from the total of 518 rooms, 359 are rented out to students and the remaining rooms are kept functioning as regular hotel rooms for guests; from the 31st of May they are fully running as hotel. The main reason of this strategy is to provide affordable accommodation to students during slow season, and to maximize revenue during high season. Spaces as seen in the illustrations, aside the basic facilities of a three-star hotel, the venue has incorporated features that, even though not discussed during the interview, appeared to be designed to cater to students not only to residents but also those undergoing internships. These included recreational areas with games, a sports bar, and working spaces with Wi-Fi, (Figure 5) some of which are not usually present at regular three-star hotels.



Figure 5. Examples of spaces at visited site (A)

The manager at this site commented about the appeal of this site for interns:

I think it is the concept; is very special. It is not a regular hotel concept and that is what it makes it the most interesting to students... also the company culture that they get a lot of freedom and responsibilities; I think that is what attract them... other students live there ... sure it is a young organization (ind2)

The insights from the comments and the site tour align with the views on interns' preferences for spaces integrating work and relaxation, and spaces that feature elements as those interns earlier mentioned as important on internships (Table 8, p. 88). These findings suggest an implication for practice for placing organizations in considering these hospitality concept ideas on how to reconfigure facilities considering sociomaterial dimensions potentially conducive to learning on placement.

The impact of artifacts and spaces on professional practice and learning although investigated in a few work settings as medical practices, nurse stations and playrooms (e.g. Hopwood, 2016), have been neglected in internship-related studies and hospitality industry professional practice studies. This section demonstrated how artifacts and spaces influence practices and interns' learning, thereby contributing new insights that address absences in the reviewed literature on this topic. As it was observed, learning was not necessarily intentional; in the process of utilizing, creating, adapting and modifying material aspects of work settings, unintentional, unexpected learning often occurred.

O'Toole (2001) argued that “the physical surroundings of an organization such as the building, layout, machinery, equipment, and uniforms may have a significant impact on the way people work and therefore the way they learn” (p.10); however apart from that it might also contribute to how people relate as demonstrated in the next section.

4.2.2 Material dimensions influencing relationships, networks, and work-related learning

Sociomaterial perspectives maintain there is an inseparable interplay between social and material elements within learning practice environments (Fenwick, Nerland & Jensen, 2012; Johri, 2011; Orlikowski & Scott, 2008); this section aims to demonstrate that materiality does matter and plays an important role in influencing relationships of interns on placements. Recurrently mentioned were the role of artifacts and the role of spaces.

The role of artifacts

In addition to spaces above explained, interns mentioned the importance of artifacts in influencing relationships on placements. One intern observed the old employee suggestion box to gather ideas from employees was not being used, and thus decided to reconfigure it which contributed to interesting findings. The intern explained that the creation of this new ‘suggestion wall’ (Figure 6) called the attention of employees who gathered around the wall and started to actively share ideas and make suggestions.



Figure 6. Suggestions wall

The implementation of this wall led to unexpected results:

Initially we thought people would come up with suggestions to change practices or standards, but it didn't actually occur; it was about physical things, and this shows that associates [employees] kind of care about the most (Int1)

The intern went on to indicate the implemented artifact persuaded management of the hotel to incorporate new features at the staff canteen because of the suggestions wall. This vignette demonstrates that artifacts do not merely influence practices at the internship setting; these 'technical artifacts' enable novices to accelerate their participation in and facilitate interconnections within the work environment community, thereby influencing learning (Viteritti, 2015). The artifacts thus influence people as they carry 'social implications and offer opportunities for social integration' (Nerland & Jensen 2012, p. 113). Moreover, this intern took responsibility to act on behalf of the employees; however, it was through the artifact itself that he created a means for employees to have a voice and trigger, promote and bring about change, leading to suggestions being considered and implemented.

This section demonstrated that material aspects did influence relationships among stakeholders during internships. Spatial aspects at venues for example, either constrained or enabled relations. Interns' perceptions of limited or inconvenient spaces seen as constraining

practice and learning might have prompted them to improvise, negotiate or initiate a course of action which necessarily influenced the way interns related with others. By transforming an inefficient employee suggestions box for example, interns mobilized others and enabled them to have a voice and promote organizational change toward improving the current conditions of physical aspects of their work environment. Seen from a sociomaterial lens, this case shows that when an actor (e.g., student-intern) reassembles other actors (e.g., employees) and non-humans (e.g., suggestion wall) at complex and inconvenient environments, innovation can emerge (Paget, Dimanche and Mounet, 2010, p. 843). Moreover, the impact of the material on social relations and resulting networks as it was shown, was not limited to the immediate work practices and settings; but extended beyond the confines of the companies and the school into their social networks. This study has thus far contributed to knowledge by enhancing our understanding about the role of material dimensions in influencing relationships; also, by providing novel insights about material aspects of relevance to interns and how these might have influenced their perceptions and experiences during their placements.

The role of spaces

Spatial aspects either constrained or enabled relationships among stakeholders at the internship sites. Social interactions among employees were enabled at an internship site given its physical characteristics as an intern exemplified:

...due to relatively small [hotel] size and the fact that I worked for HR made it impossible not to integrate. By the end of the first month I knew the names of all associates, I was part of almost every initiative or event (IR4)

Here perhaps due to the characteristics of the space, social relations and learning possibilities might have been facilitated. Von Krogh, Ichijo and Nonaka (2000) observed that spaces that enable people to meet, interact, and communicate, create possibilities that promote organizational learning; this could have also been the case of activities enabling network building and career opportunities; an intern conducting an entrepreneurship placement explained,

in terms of network we have this called ‘future Friday’, we have a podium with beamers; ... coming up is a person focusing on helping graduates who cannot find a job, find out what they are good at ... direction on what they wanna do... This attracts like-minded people who are developing their ideas in any field (Int2)

However, this was not solely limited to the immediate work environment, but to shared social spaces as a participant suggested:

It is nice ... to have a canteen where everyone... have some connections with each other outside the working fields... nice that they organized drinks after work at the company... because then you see your colleagues in another [setting]. (Int3)

This quote might be an indication of relationships that could extend beyond work and the work setting; it might also illustrate a blurring work-leisure divide (Lugosi, 2014); however here we notice this can be mediated or influenced by material aspects such as the canteen and the drinks had after work; which could be influenced by interns’ appreciation for the hospitality aspects of organizational life developed in their program.

In contrast to perceptions about spaces facilitating relationships (and learning), a few interns reflected on their perceptions about constraining spaces,

I feel like I’m “canned” between the locker, the printer and the ice-cube machine; then ... you try to change [clothes] always with 6 people at the same time ... Sometimes you can get a bit grumpy because of it (Int5)

The intern intimated that inconvenient facilities did influence the way he related to others daily. While this intern perceived the quality of the space as constraining suggesting it had impacted attitudes and feelings, another intern saw spatial limited structure at the site as an opportunity to foster communication,

.... most things have found a place; now is more a matter of ...putting structure into those things... because there is little structure in place, it influences the way people interact; I very much encourage people to dialogue about this... (Int2)

Here the interviewee suggests that social interaction was necessary to bring about structure in spatial facets at the workplace they had created around them; which suggests social interaction was important in situations where structure was lacking or limited, thereby bringing about development of relationships, attitudes towards work and potential opportunities for learning. Such opportunities might have arisen from physical distance with supervisors as the following account suggests;

My placement tutor was not around me every day. Her desk was located at another part of the building and she was often out of office. Therefore, me and another intern decided to give each other feedback on the spot (IR3)

This statement implies a learning orientation Fenwick (2014) identified as ‘localized sociomaterial practices, improvisations and contingent negotiations’, sometimes occurring in light of uncertainties. Interns appear to attune to a limiting factor by working around it and improvising a course of action; however, the role of space is here evident in influencing relations among interns and their supervisor. Such physical distance might have also triggered a sort of proactive behavior to learn from each other, a learning orientation that will be further discussed in the relationships section. The next section discusses the interns’ career and future perspectives.

4.2.3 Material dimensions influencing interns’ career and future perspectives

Certainly, there were material aspects influencing the way interns felt about their career and future. Recurrently mentioned among stakeholders were the role played by practice-based artifacts and other material aspects shaping career development decision-making.

The role of practice-based artifacts

Referring to the literature review, practice-based artifacts were defined as ‘paper and digital organizational documents, narratives and resources that describe and prescribe practices of work integrated learning’ (Williams & Walkington, 2015, p. 100). Participants commented on the importance of practice-based artifacts for their career development:

I made sure to keep a complete portfolio of all the event scripts and descriptions of planning procedures of the events that I had planned and executed during my placement. I did this to be able to reference my past work and experiences in future situations, to be able to be inspired by the things I observed or did during my placement (IR2)

As the comment suggests, the portfolio's use was not limited to documenting and learning about practices during the placement; it was an artifact with much value attached as it functioned as a sort of portable device allowing the intern to take it with her to the next working environment and perhaps further in her career. This artifact was important for the interns' career and future perspectives: "My dream is to one day have my own event planning bureau, specializing in leisure events and weddings" (IR2)

In addition to the relevance of professional products and portfolios interns created during practices, an artifact carrying future dimensions was their CLP (Career Launching Plan). As earlier explained, this is a proposal describing the intern's professional goals and areas of interest to focus on during the internship; this document had important implications on interns' experience at the company and their future perspectives:

By writing my CLP, I have pushed myself to set a clear strategic direction on how I would like to chase my dreams, and which steps I have to undertake in order to reach my end objective ... to enter the hospitality industry. (IR1)

Since the intern had clear plans for internship and future, the process was a rewarding experience; for other students however, creating this document was not a smooth process:

I struggled completing it. I found it hard to formulate concrete plans with all the uncertainty of what I wanted to become in the future ... I did not execute it sufficiently the first time... I also felt rushed to hand it in as quickly as possible...I failed [it] (IR5)

Clearly in these accounts, the interns' successful execution of this artifact was contingent on their future perspectives and certainties around their professional career plans, which surely varied among interns. Intern IR5's uncertainties about career impacted the execution of the document.

In conjunction with these artifacts, several student-interns indicated the academic institution's placement website as a material aspect influencing their decisions making process when selecting potential internship sites. Referring to the literature review, even though studies commented on this dimension (e.g., Fong et al., 2014), they did not sufficiently consider rich accounts of intern's lived experiences on this topic. My investigation contributes to existing knowledge in that it provides vivid examples to illustrate this, as the following comment states:

I first got introduced with MCI [company] via the placement office web site. What attracted me to the company is the fact it is a well-known global company, which was one of the requirements of my final placement" (IR3)

This intern successfully used the placement site to shape his decisions about internship site selection. However, an internship coach offered a critique on interns' approach to investigating about potential placing companies in shaping their decisions: "I can do research [about the company] but that is only the outside of it; the real culture and environment of working places you cannot research" (Stf5). In line with this comment, some interns explained they did not used the placement office platform, as they found its content either too 'overwhelming' or lacking the information they perceived as important to help them decide on selecting placement sites and further career decisions. In fact, most interns observed they found their hosting companies through other sources of information. This might point to a perceived gap in issues around the information about placing companies and the approaches interns might be taking to investigating these. Maertz Jr et al. (2014) suggested that interns' proactivity is essential in developing a preliminary realistic idea about working at prospective companies and their organizational culture; this idea aligns with my previous discussion of managing expectations about hosting companies.

Other influencing material aspects

Interestingly, interns did not mention such material aspects as salary and secondary benefits as exerting a major influence in shaping their future perspectives; however, an entrepreneurial internship intern shared that the financial aspect of a placement was relevant in his case,

...having the finances, ability to pay salary to people creates a larger ability to do what you do... it worked because of the fund raising... through events we had resources enough not to hire a team; internship [is] done for the experience not for the salary (Int2)

This intern intimated that his entrepreneurial placement experience, was an opportunity for him to have a sense of what was like to start up his own business with low financial risks involved; which shaped his decisions about future endeavors. Fenwick (2003) observed that “entrepreneurs as a group have been traditionally understood as unusually innovative, proactive, risk-taking individuals (Brush, 1992), so they offer strong models of innovative practice” (p. 130). In this case, the intern needed to be resourceful and mobilize others to raise funds and sustain activities during his internship, again suggesting the essential role played by proactive behaviors. In a related case, the possibility for Int4 to remain in the company upon completion of her internship was contingent on the financial position of the company:

I know they don't make enough money to hire people... I'm actually not getting paid, but I went there in the knowing... if all goes well until the summer they will continue growing ... and if the company does that well it will be nice to grow with them (Int4)

Interestingly here, even though the monetary gains were irrelevant to the intern while on placement, the financial position of the company might be a material orientation influencing the intern's perceptions about the company; her decision to remain working at the site, and her future perspectives.

Regarding the material dimensions influencing interns' future perspectives, industry managers also provided their views. A manager believed extrinsic 'material' motivators were highlighted as important among many generation Y interns. According to this participant, secondary benefits like bonuses, parties, meals, company discount cards, influenced interns' decisions to choose a placing company for their internship,

They [interns] talk about salary, about career opportunities, “look at me I'm already earning this [much money]”; [It] is all about personality, status, me posting a photo

with a [company product] “look at me I’m buying at XYZ”; companies are huge at creating status; this new generation is really influenced by those things (Ind3)

For this manager the job title appeared to be more important than the job content, “it’s all about status; what I can put on my LinkedIn profile, Facebook; it’s what I see lately with interns”. The manager implied that providing benefits was used as a competitive advantage to enhance interns’ interest in the hotel as an ideal placement site. Keeping this in mind, the company devised strategies to attract potential employees among intern’s network:

there is competition among hotels for good trainees; so, I think it’s important to provide them at least with a good working environment ... they are part of the team ... we invite them to staff parties... give them certain discount cards; and [that] is a way to sell the hotel as a nice place to do an internship (Ind1)

The managers’ views contrasted with Earle’s (2003) study findings indicating generation Y participants were more intrinsically motivated by content of the work, development prospects and career opportunities. Nevertheless, the point of view of managers suggests an implication for practice related to efforts to help positively shape interns’ career perspectives. Depending on contextual issues for example around human resources policies this could contribute to retaining interns as potential employees for the company or at least to improve their perceptions of the hospitality industry as an employer.

The findings in this section provided insights from the perspectives of the three stakeholders; this gives a broader picture about the relevance of materiality in shaping or influencing interns’ future perspectives, thereby contributing to knowledge by filling a perceived absence in literature around this area of hospitality education. Underlined was the importance interns attached to practice-based artifacts for their career development. Of much interest were portfolios some students proactively developed to document practices and take with them to use them at future work environments. Their research proposal or CLP and the placement website platform, appeared to exert much influence on their future orientations and the internship program especially when these were perceived as unclear, unstructured, overwhelming or not aligned with their plans. Finally, it was important to uncover the point of view of the three stakeholders about material aspects associated to interns’ motivations and about attracting and retaining interns through earnings and secondary benefits. This is of

relevance to hosting companies because, even though interns might not discuss material dimensions openly, these can still be a criterion for interns to select placing organizations. Choi (2006) suggested that when employees are drawn by better material dimensions as wages and work environments at other organizations, turnover occurs (p. 333).

As recurrently observed, much of the learning taking place was facilitated by taking responsibility even when challenges, inadequacies and uncertainty were present. The next session will elaborate on issues pertaining to internship stakeholders' relationships.

4.3 Theme 3: Relationships

The Hospitality industry has been identified as a human resources-intensive activity as it involves the participation, interaction and contributions of various stakeholders including students on placements. Relationship dimensions are of critical relevance as interns engage in complex interpersonal dynamics during hospitality internships. Interns seek support, coaching, proper and timely feedback, a sense of belonging, acknowledgment and feeling valued (Tse, 2010; Lee & Chao, 2013). This section illustrates the importance of such relationships on interns' learning and development and presents the findings and interpretation of the theme as discussed by the three interviewed stakeholders and elicited comments from the reports collected from interns. Four sub-themes emerged: first, relationships at work; second, relationships between staff at the institution and interns; third, relationships between the institution and the placement sites, and fourth, networks development. Finally, concluding ideas on the underlying learning taking place will be discussed at the end of this section as seen through a sociomaterial lens.

4.3.1 Relationships at work (placement site)

The importance of relations during the adaptation process of interns as they transit from academic to work settings cannot be underestimated. This theme occupied a prominent place within the data from interviews and the collected reports from interns and refers to relations-related issues found at the sites, companies, or organizations where students conduct their internships. Findings were organized and discussed around perceived facilitating and constraining factors to relationships.

Factors facilitating relationships

Interns pointed at a few factors facilitating relationships and learning at the sites; most notably mentioned were: being able to adopt different roles, feeling valued as a team member, openness and communication, and getting acknowledgment/praise for work. Interns shared that they interacted with various constituents by adopting different roles as operational staff, supervisor, assistant manager, and consultant to clients and suppliers. Intern IR3 indicated that “besides the power of clients, one has to deal with many other stakeholders as [the company] often operates as an intermediary between clients and key partners/local suppliers”. This and other interns explained that they had the opportunity to interact with individuals with a range of qualifications, not necessarily limited to their field of expertise. Fuller and Unwin (2003) identified this interaction as a characteristic of expansive learning environments because it enabled interns to access knowledge and skills that were ‘widely distributed throughout the company’ (p. 51). However, in many cases, such ‘access’, went beyond the boundaries of the company as student-interns maintained interactions through other roles as for example students, peers, lecturers and others; which expanded their opportunities to develop relationships outside the company.

In addition to adopting different roles, feeling valued as a team member was a facilitating factor to building and maintaining good relationships on placements. An intern intimated that “I was immediately part of the group and seen as one of the employees. I felt important and never had the ‘poor intern’ feeling” (IR3). The comment highlights the importance of engagement, shared responsibility and respect as essential for teamwork; which along with a feeling of being valued and appreciated by the organization were noted as important aspects for these ‘generation Y’ students (Martin, 2005; Morton, 2002). However, this did not occur naturally, but rather largely mediated by the degree to which interns perceived openness and “clear communication and really specific things that we want from each other. I think that is important” (Int4). As suggested here and in various other comments, interns placed much importance on relational aspects; these appeared to be crucial to finding structure in practices, to enhancing relations with others, to discussing progress, to handling complains, and to carrying out their research assignments at the company. Moreover, these relational aspects had an influence in the future perspectives of interns as Int1 suggested:

I approached my manager and told her I liked to [apply] ... she facilitated an interview with the events manager.... they were happy to keep me, they knew me and as HR [trainee] I had a relation with everybody, they saw it as a good addition to the team.

This account demonstrates the importance of establishing positive relationships on internships in shaping interns' decisions to stay at the hosting company; which was mentioned in the literature review as a factor determining further career decisions within the industry (e.g. Brown, 2011).

Supporting the interns' statements, the group of interviewed industry managers perceived relationships with interns as generally positive. They felt they provided enough support, feedback, training at different levels, always 'willing to assist interns when necessary'. For industry managers, positive relationships were facilitated when interns and the institution selected the placement company for the 'right fit'. According to a supervisor, that meant finding an internship site that ideally matched the interns' characteristics, believes, goals and needs as a student; "a company that suits their personality [...] as an intern you should really choose for the company you feel good at, not only the position" (Ind2). This was partly supported by an intern stating that "It is very important to... apply to a company where you feel at ease... you like the culture and not just apply because you like the brand [name]" (Int3). However, an academic at the institution pointed out that,

Students choose companies because there is something they like, a brand name; or ... there is somebody [they know] there; other young people as well or ... other trainees' (Stf2).

This indicates interns do have various relationship-related motivations to find a placement site, stakeholders might not be aware of. While previous research has focused on investigating the internship influencing career choices (Robinson et al., 2016), these findings show there are also both material (as previously discussed) and relational factors which might affect students' choices for a placement site.

Factors facilitating relationships for another industry manager entailed achieving company-intern 'right fit': 'you need to have the right people on the right internship to learn what you want to learn' (Ind3); however, a question arises as to whether this is enough to ensure

positive relationships and learning at the workplace. Many students might be uncertain about their internship and might even use the experience to explore their interests, capacities, and perspectives; or as Coco (2000) stated, “a try before you buy arrangement”.

Industry managers also perceived the need for interns to establish contact with and having the right attitude toward co-workers as illustrated in the following quote:

...getting to know everyone in the beginning really helps to make a connection and when they start working as a duty manager and make decisions or have to tell people to do or not to do something, it really help if they know them (Ind1)

This manager added that exposing the intern to different settings and people through cross-training, relationships could be potentially built and enhanced; moreover, she also indicated that cross-training interns benefit the company ‘to help out when it gets really busy or when there is shortage of staff’. This however might be an indication of the limited view of some stakeholders about the potential benefits of the internship; findings showed that the benefits of building relationships during placements for interns and companies involved more than on-the-job training benefits. Eames and Coll (2006) in fact informed that a placement entails ‘more than on-the-job training and involves cognitive functions typical of education’. (p. 8)

Factors constraining relationships

Interns pointed at several issues perceived as constraining relationships at work during placements; these included those arising from characteristics and culture of the company and those generally hindering contact with supervisors or managers. Characteristic and culture of the company were in some cases perceived as inhibiting relationships at the workplace; for example, one intern reported having struggles because the company was new, lacked policies, guidelines, or standards, and owners and manager lacked hospitality industry background:

It is a new company... they never had an intern, so that makes it for me very difficult (and very interesting) which comes with a lot of struggles... they never had any experience in the hotel business (Int6)

This statement reveals the absence of one of the key criteria for an organizational culture congruent with interns' needs and interests; Martin and Hughes (2011) argued that to offer proper support and guidance to interns, supervisors should be sufficiently qualified or experienced and interested in the intern's learning. Contrasting with this view, the intern further intimated the supervisor regarded the intern as a threat and hindered her from achieving internship objectives. One of these objectives was to provide advice to the company towards enhanced practices, an initiative her supervisor rejected. The intern perceived this resistance to change characterizing the company culture, had implications on practices and relationships; she indicated, "I am struggling as... there are many things that happen under her supervision which are just not done; guests are complaining about a lot of issues". (Int6). This comment illustrates one of the major sources of conflict among superiors and subordinates in organizations. The intern perceived the manager was exerting a sort of inappropriate control leading towards organizational ineffectiveness (Gherardi & Perrotta, 2014, p. 156); however, these kinds of tensions and the way newcomers resolve them can be taken as opportunities for learning, as it will be illustrated later in the section about learning taking place.

For other interns, constrained relationships associated with organizational structure and culture entailed hindrances arising from highly hierarchical company structures:

As an intern, I obviously belonged to the lowest tier of the pyramid. I was expected to sit down, and do only work that was given to me [...] and when there were departmental meetings I was not expected to chime in. (IR2)

This statement contrasted with those proffered about less hierarchical structures:

We are kind of flat organization; it is easy to communicate in this company; for example, you can go to the director and ask how the weekend was ... so you can [do that] as an intern (Ind2)

Supporting similar findings in earlier studies (e.g. Kim & Park, 2013), these examples show interns' preference for less hierarchical organizational structures and cultures facilitating communication and relationships.

In addition to constraints to relationships arising from characteristics and culture of the company there were constraints emanating from company's focus on 'short-term success' that neglected customer orientation and employee motivation, in some cases leading to high staff turnover at the venues (IR3; IR4). Consequently, there were a few issues related to interns' relationship with supervisors at the venues; for example, when interns' initiatives were not considered or refused; busy schedules of tutor and student to discuss internship progress; and in some cases, interns' perceived limited support to carry out their daily duties and to conduct their research assignment. This was illustrated in the following vignette:

Unfortunately, the client [company's supervisor] was not very concerned with the analysis of the research. It was hard to involve them, meaning I received little support and structure from them, which made me feel insecure sometimes. (IR3)

In this vignette, the absence of dialogue might have been perceived as a factor inhibiting modeling of good practice and hindering focus on challenges and feedback; dialogue has been identified as a supportive social element for reflective processes (Khan, 2007), and a necessary feature of internships. The interns' comments might also reveal a gap in the dual role supervisors have during internships of assuring performance on the job and being a model/mentor; in this case interns suggested they were not provided with a proper 'glimpse into the profession' and 'leadership patterns' (Girard 1999, p. 43).

Further constraining factors to relationships as perceived by interns included complaints about staff lacking team spirit; having to solve others' mistakes, dealing with understaffed venues and service below standards. The few comments gathered referring to how interns related with coworkers, might suggest they did not perceive major issues in this aspect, as compared to how they felt about their supervisors/managers at the site and the educational institution's staff. In fact, constrained relationships, was a factor influencing an intern's decision to remain working for the hosting site:

[the owner] has already asked if I wanted to stay... if he opens the second hotel ... I would love to manage it and I will be in charge [laugh]...but I don't wanna stay if she [the manager] is there (Int6)

In a previous section, this intern intimated that problematic relationships with a supervisor inhibited her practices; here, there is a connection with the intern's future perspectives which were contingent on the perceived constrained relationships with their supervisor currently at the site. This finding resonates with Richardson (2010) indicating relationships with their managers as an important factor shaping interns' future career decisions.

In contrast to some interns' views, interviewed staff members of the institution, did not appear to perceive major relationship-related issues among interns at the sites. A reason might be that the topics students discussed with them mainly focused on their report assignment rather than on relationship issues at work (Stf4); or because students had difficulty in voicing their concerns as a faculty member stated,

they find it sometimes difficult to [...] step forward to their tutor at the company and say; "listen, can we have a moment together and discuss my progress and my performance?" (Stf6).

For this participant, involving the relevant placement stakeholders might be a matter of interns' time management constraints or their decisions to contact them as necessary or when experiencing difficulties.

For the interviewed industry managers, relationship aspects of students on placement generally arose from generational issues; interns not fitting the organizational culture or the position they applied for, and generally, their status as novices. A manager commented:

people coming from school are a totally different kind of generation; they don't like to work with hierarchy...to doing things their own way [and] if you have to manage people older than you [...] you need to know how to handle it (Ind3)

This participant suggested, stakeholders might not always take note of characteristics of generation Y interns when managing this segment of the working population; for example, their preference for autonomy and independence (Martin, 2005; Richardson, 2010), which were dimensions interns answering the preliminary survey for this study, highlighted as important (see appendix 4). Some managers, however, suggested that the student-work

transition might be challenging for those not used to work full shifts, which might explain a lack of awareness of how to work with others at organizations. Added to this, managers perceived dealing with interns not matching their positions as a challenge:

the trainee has chosen Human Resources internship and still has to do that for three or four more months; so how are you gonna get the best out of her, and how is she gonna still enjoy it and keep them motivated even if her passion is in food and beverages... I think that is the most challenging I cope with (Ind2)

The manager felt this situation arose from issues in recruitment and selection processes at the site and interns' lack of information about the characteristics and culture of the company prior placement engagement to ensure a person-organization match.

Further, when discussing interns' status as new to the organization, managers voiced concerns about making interns feel empowered and allowed to make decisions and mistakes; one manager admitted being unable to identify what the interns' issues were and to dedicate enough time to keep track of goals and development needs. A potential influencing factor they believed, was the brief overall duration of the placement period; and perhaps not sufficient for interns to share experiences with supervisors and to garner the benefits of gained confidence and trust. However, the period students spend at the site is undoubtedly known to managers beforehand, which suggests managers might be aware of this potential shortcoming in advance.

4.3.2 Relationships between the institution's staff and interns

It follows from the previous section that it is necessary to consider factors affecting and facilitating relationships at work due to their critical importance for a placement experience. This sub-theme revealed aspects associated with perceptions and views of stakeholders about support and communication issues between the institution's staff and interns during placements. Findings uncovered many differences in approaches to supervision, support, and communication. While interns perceived initial contacts with their coaching supervisors as positive,

I like [my coach] a lot ... he helps me forward, he really looks into what I like and want to do and questions me ... makes me think what I'm actually doing (Int5),

the opposite was felt during the ongoing process,

I have the feeling that when you leave the school for the internship, they don't really care anymore; every time I tried to contact my coach it was difficult to schedule an appointment (Int3)

This statement revealed that even though efforts were made to establish contact at the initial stages of the internship period, as time progressed, contact was lost or became inconsistent, infrequent or even non-existent. Constrained communication resulted in an interviewee's failed research assignment:

Help was limited, answers to my emails took weeks; [my coach] had her own things to do I understand but there were times we agreed on a meeting, I sent ...agenda and I came there, and she said: "so what do you want to talk about?" and this happened three times; it was wasted time, energy, motivation ...towards the end I asked specific questions about my research, she did not reply at all so I assumed everything was alright... and that turned to be the reason I failed my first try (Int1)

This participant perceived of lack of appropriate supervision; the student framed the responsibility on the coaching staff whom he felt had the function to assist, encourage, support and offer professional direction (Martin and Hughes, 2011); in contrast, other students framed responsibility in terms of their lack of proactivity, priority setting, or because they felt the contact was unnecessary:

I haven't talked to her [placement supervisor] yet mainly because I don't follow up; I just focus on my internship that I basically forget what I have to do with my school work (Int6); ...so far, I haven't had many reasons to contact him [placement supervisor/coach] yet (Int4)

Staff at the institution perceived some of these communication issues as hindering effective intern-coach relationships and expressed awareness of the need to address them.

Staff believed that having supportive and capable coaches with time for interns was essential in enabling positive relationships and ensuring success; however, as suggested in the comments, this wasn't always realized. They stated that possible causes of the situation were not necessarily known, "lack of time, communications skills, staff on leave, illness, or staff left the organization" (Stf1). Additionally, perhaps, the 'many stakeholders involved for one student' (i.e., placement office, career coach, expert coach and supervisor/manager at the site) might increase complexity in communication and coordination on intern's progress, thereby impacting relationships (see figure 6). Coaches supervising many student-interns indicated they experienced much assessment workload at the end of placement periods; lack of structure and inefficient planning when contacting and meeting interns; and administration tasks taking the time to be otherwise spent on proper supervision:

it takes me roughly maybe one hour to rearrange [missed appointments] it is just a waste of time...; it is not efficient cause if you let coaches do a lot of administrative work it will take the time of the support (Stf5).

Similarly, a staff member implied that the number of hours assigned per student was insufficient and that the amount of paperwork involved resulted in inconsistent grading; limited time in one case, left the coach to decide either to interact more with the students or to revise their reports more thoroughly (Stf3). This example illustrates the challenge many educators of placement students face, as their primary role is educational rather than administrative (Yiu & Law, 2012). A few staff members of the institution, on the other hand, felt that most interns did not need much guidance or support, and thus, should be 'treated as adults' responsible for their progress while on placements and expected to be proactive in contacting coaches and other staff as necessary. In contrast, others believed that it was important to monitor every intern's progress regardless of the different degrees of support needed; going beyond 'checking if everything is going right' and keeping track of changes during the internship period or any 'deviations' from original plans. The following comment illustrates this:

When you have a student who "doesn't need guidance" and haven't [been] in contact for 3 or 4 months a lot could have happened; and when the coach calls them, they say everything is good; but what is 'good'? (Stf1)

While this member of staff perceived the need for a mandatory periodical contact to discuss progress, a student indicated that a ‘balance’ in communication would be the ideal situation:

With my career coach, the ideal [situation] would be that I update him every week or so about how everything is going... and... that he doesn’t put much pressure to me in communicating because I think we should be taken as adults (Int4)

When asked about visiting interns at the site, the coaches at the institution asserted there is no specific formality or time allocated to visit interns on placement; much is left to staff’s self- initiative, done ‘ad hoc’, or as convenient to fit their schedules and career or professional interests. While these visits might be advisable in maintaining contact with student-interns, these might additionally enable the institution to develop professional links and opportunities to learn from the companies; McCurdy and Zegwaard (2009) indicated that “if faculty do not venture into the workplace to visit students on placement, they are unlikely to make links and develop relationships with WIL employers” (p. 41).

One contribution of this study to professional practice was to underline the importance of uncovering existing gaps in communication and concerns around relations among stakeholders, in securing successful internship experiences for interns. These aspects can be relevant when establishing institution-placement sites relationships which is the focus of the next section.

4.3.3 Relationships between the institution and placement site

This sub-theme refers to the perceptions of stakeholders about and experiences with communication and coordination between the school and the internship sites associated to students on placements and highlights the opinions of student-interns, institution’s staff, and industry managers.

The student-interns’ perspective

Interviewed student-interns perceived shortcomings in the way the school and the sites communicate or collaborate to guarantee a proper placement experience:

I think there should be more structure between school and the placement [site]... the school should be able to see whether this internship is suitable [for] the requirements of the school... I'm his first intern; he [the manager] never worked with hotel students at all, so I don't think he is well [informed about] what I need as hotel [intern] to pass my placement (Int6).

This vignette identifies an important contribution of this research; which is the significance of uncovering interns' perceptions about potential issues in school-industry partnerships or working relations. Some employers might lack awareness of placement objectives, expectations and training needs of interns; and in some cases, they might be uninterested in developing students as potential employees but rather interested in recruiting students to alleviate staff shortages in certain areas at the companies (Fox, 2001; Huyton, 1991; Yiu & Law, 2012). In this aspect, an academic at the institution shared their views:

We really want to get away from that thing that interns are there to just be cheap labor and just help out; some companies still do that (Stf2)

This interviewee suggested however that this situation might already be changing, as this person 'assumes' students share their negative experiences with other actual and prospective interns; however, at this point, there were no clear guidelines at the institution on how this was being followed up. Stf2 indicated that student-interns have now a broader choice of placing companies; however, an intern identified a lack of awareness of placement possibilities at the venue they conducted their placement:

People do not necessarily know about this organization... enhancement in this aspect would be an added value for the school (Int2)

The statement might be an indication of a gap in the way information is shared among stakeholders about internship opportunities at placing companies; which indicates possible missed opportunities for interns to expand their choice of companies where they can conduct internships potentially beneficial to them in line with their interests and capacities. This may also suggest interns might not be actively involved in collaborative processes of working

relationships between the institution and the companies and encouraging them to share their views more explicitly on the issue.

The industry managers 'and the institution's staff perspectives

Interviewed industry managers generally perceived institution-placement site relationships as positive; however, most managers indicated having limited contact with stakeholders from the institution or being unaware of communication lines between the school and the company,

Personally, I did not see someone ...actually I don't have a lot of contact with the placement office, I think the students sort out quite a lot themselves (Ind2)

Discussing the same issue, a student-intern's coach at the institution added:

Only when I'm there physically meeting the student, I would sometimes have contact with the supervisor...there is no continuity ... sometimes it works out but usually [it] doesn't. (Stf2)

In the first example, the company's supervisor's unawareness might be because this large company had "A dedicated person from HR having chats with interns... doing the applications ... keeping the lines, connections with schools, with interns; making that happen within our company (Ind3). Because this already appointed person, the manager indicated there was no need for her to personally establish a direct contact with the institution. Ashton (2004) argued that in some cases, managers could to a certain point afford to overlook or ignore important aspects of the students' progress and learning when there is someone else in charge of that function (p. 50). In this case perhaps an extra step in the communication lines between the supervisor of interns and the institution might suggest that important information details on intern's progress might be lost.

When discussing aspects related to collaboration with educational institutions, an industry manager commented that generally, schools might not always be aware of companies' expectations from student-interns as evidenced in the perceived variations among recruited interns:

I see different type of interns; few of them... wanting to check out at 5 [pm] that tells me something about their flexibility... I'm [wondering] if it is the type of students we are getting now; but not everyone is this way, we also have people who do extra work, but they are the most ambitious types that really want to learn (Ind3)

Here, the manager perceived a limitation in school-company cooperation concerning appropriate selection criteria of interns, especially regarding attitudinal qualities. Industry managers often complain of students' unrealistic expectations of qualifications and attitudes they need to possess for hospitality career positions (Tesone and Ricci, 2005), which derives in disappointment for both interns and companies.

Perceptions of staff at the institution contrast with this predicament, as they feel the school works hard to satisfy the interests and expectations of every stakeholder. On the other hand, a member of the institution's staff commented, "how the company communicates outside might not always be the way they always act in reality; things that sound very nice to students but then they realize, things are different, there" (Stf2). The comment implies an occasion for both the institution and interns to learn about these companies. Moreover, it suggests that the three stakeholders perceived issues that could be addressed to work towards the best that can realistically be expected in the working relations between the institution and the placement sites.

The mentioned shortcomings extended to the way an industry manager perceived limited awareness among institution's mentors about their interns, "I sometimes feel that the mentor ... actually; don't really know [the student well] and it is difficult to work towards a goal I think" (Ind1); this manager implied that a reason for such limited awareness is the large number of students supervisors at the institution need to oversee, which impacts the focus on every intern's goals; this was a point made by staff of the institution to be discussed later in this section.

Interviewed institution's staff regarded relationships between the school and placement sites as essential and desirable; although they perceived relations as generally positive, staff indicated that companies did not always satisfy their expectations. Influencing factors were the companies approach to supporting internship programs when experiencing changes in management, and the less frequent cases of companies failing to develop interns properly.

Furthermore, not every interviewee was aware of ‘what goes on’ around the relationships and, some believed that was ‘out of their scope’. Most issues around this aspect, however might derive from a perceived ‘design flaw’ in the current lines of communication among stakeholders; as earlier discussed, for some staff members, the communication was challenging as there were various individuals involved for one intern. a placement office agent indicated:

there are many people involved...our main contact point is the HR department and the students are being coached by line managers, so not the direct HR contact we are in touch with; in general, a manager wants to solve the issues directly with the students; [but] if the line manager doesn’t inform the HR and they can’t inform us either about what things are going wrong... (Stf6).

This suggests that the various contact points and degrees of involvement might derive at times, in complex, and challenging communication between the institution and the hosting companies; and might be resulting in information on interns’ progress not reaching every stakeholder. Figure 7 depicts the lines of communication among the internship’s stakeholders of the institution:

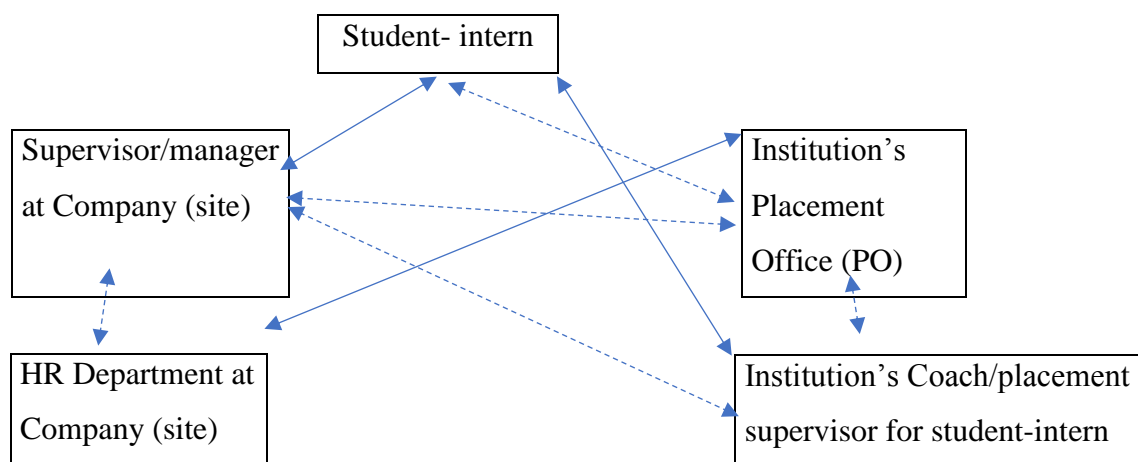


Figure 7. Communication lines among the internship’s stakeholders of the institution

As observed in the diagram, there are a few ‘established’ lines of communication as emerging from stakeholder’s comments (uninterrupted line): those between the student-interns and their

coach/placement supervisors; the student-intern and the supervisor/manager at the site; and the HR Department at Company (site) and the institution's placement office. However, the other relationships (interrupted lines) depict less frequent, ad-hoc or non-existent contacts. For example, although student-interns might contact PO initially to obtain information about or establish the initial contact with prospective companies, such contacts become less frequent or non-existent as the internship progresses.

Although the institution develops and maintains strong ties with hosting organizations and regards relationships as generally positive, the comments suggest both stakeholders could consider the views this study contributes to potentially revisit their relationships. Referring to the literature review, Guile & Griffiths' (2001) suggested the 'connective model' of working experiences which could signify a closer relationship among stakeholders as partnerships can be developed to create 'environments for learning'. These communication lines had implications on the way networks were established as indicated next.

4.3.4 Networks

This section demonstrates the importance of networks of complex connections involving various elements that are present in people intensive areas as hospitality work settings. Networks here are not solely understood as working and social connections stakeholders establish in and outside the internship environment, but possible interplay and links among participating people, sociomaterial activities, materials and spaces which might bring about learning implications (Fenwick, Edwards & Sawchuk, 2011). The findings bring new insights into the understanding of existing and potential links among stakeholders involved in internship experiences from a practice-based and sociomaterial lens.

Student-interns regarded establishing and building relationships when discussing networks, as important for their personal and professional development for both their short-term plans and future career perspectives. This not merely entailed dealing with coworkers and supervisors from various levels of experience and departments across and outside the organization and the hospitality industry but also entailed dealing with external clients. Facilitating factors interns mentioned to achieving this included, maintaining close cooperation and communication with others; seeking support from colleagues and feedback from clients and engaging in activities not necessarily related to work; creating artifacts to gather ideas and suggestions from

coworkers and seeking possibilities to innovate. In fact, Virolainen et al. (2011), regarded the internships as a ‘form of networking capable of enhancing innovation’ (p. 267).

Interns recurrently highlighted the relevance of these network-related actions in their accounts: “I got in touch with them [hosting company] through the industry fair here [at the school] ... so that was a good thing” (Int3). This statement highlights the student’s use of school-initiated activities as a network strategy to contact prospective hosting organizations; however, in various other instances, interns suggested that networks developed while on placements,

[because of] my background and the connections and relations I have gained...with heads of departments... whom shared with me their way of thinking and reasoning in the F&B operation, I am planning to stay loyal to the ABC brand for another two to three years (IR1)

This intern’s comment indicates a connection between benefits gained through establishing networks and career/future orientation; another intern went further to point at ways that could enhance the development of such networks and how being proactive facilitated this:

The purpose of the event was to organize an active sport event where the Dutch community, Dutch Association members and students can bond and network together through sport and fun” (IR5)

Interestingly the intern in this vignette, utilized a sport activity to develop or maintain networks which indicates interns might employ strategies which are not necessarily connected to their immediate work context; the link to social relations was recurrently an important component of these activities, as indicated in another intern’s comment:

the general manager is also part of the [Hospitality Dutch Association] and he has a great network sometimes I could join him in meetings...go for drinks with his network so I could meet people (Int3)

As here observed, hospitality activities, material dimensions of hospitality and the involvement of managers were integral components of networks building, demonstrating their relevance for these participants; and demonstrates that materials ‘(and not just dialogic) interventions’ do influence networks and knowledge sharing (Thompson, 2015a). Paget, Dimanche and Mounet (2010) and Van Der Duim (2007), indicated that hospitality and tourism settings, can be regarded as networks as they include actors, non-human entities, and interactions; the earlier authors applied ANT through qualitative research to demonstrate the relevance of sociomaterial elements to the industry; my investigation demonstrates these elements are also evident in hospitality placements.

In this light, all staff members of the institution, shared that the hospitality industry offers broad network and career opportunities to interns; although this was a converging idea among the interviewees, there were also some divergent comments. Interviewed staff stated that building networks was usually left to students’ initiative and therefore were confident on interns’ capabilities to build those: “they are good in contacting people; they would usually [build] their networks” (Stf2). One of the internship supervisors in contrast suggested there was an overall lack of awareness among most students on the importance of networks and relationships building: “I don’t think they always realize how valuable that network can be and how to manage that and how to be intentionally working on [that]” (Stf2); they intimated that currently this is not being explicitly taught to or inculcated on students but just let to develop naturally. They perceived more concrete support was lacking in networking while on internship; for example, some staff felt that, even though alumni were willing to collaborate, they were not actively involved in the network development of current interns; moreover, according to this interviewee, interns do not make use of tools such as LinkedIn to potentially broaden their networks. Ellison et al., (2007) suggested that online network sites may be beneficial not only to students but to professional researchers, employees, or ‘others who benefit from maintained ties’ (p. 1165). Furthermore, a staff member suggested there was no clear link of network efforts to the academic work for management internship students (second internship) as compared to first internship students; the later where given assignments, for example to interview managers or supervisors in an effort to understand organizational ‘structures, connections and lines of command’ for interns to ‘stay connected to the real world’ (Stf2).

Like institution's staff, industry managers, emphasized the importance of maintaining inter-industry contact and suggested that networks were directly related to career and future dimensions because connections, and links interns develop might influence their career perspectives and perceptions about their futures during and after completion of the program. Another intern suggested this: "...my aspiration [is] to become a respected Human Resources manager with a broad network of contacts which I can utilize to bring value to my future self" (IR4). Certainly, these network experiences had implications on learning orientations of interns, as one of them put it "... because of the level of uncertainty, I feel I have grown a lot; facing a lot of difficulties, challenges ... allowed for networking, for example, this guy came to me... was interested [and] offered me a job just like that. (Int2). Eraut 2004 indicated that being proactive in "developing relationships with a wider network of knowledge resource people" as facilitating informal learning in the workplace (p. 267). However, as here indicated networking opportunities and possible implications for learning also occur unexpectedly; moreover, facing challenges and uncertainties triggered some interns to develop networks.

The findings in this section depicted the internship as a network of complex links and relationships involving various stakeholders employing diverse means of establishing connections. This network comprised 'interconnected activity systems' interns could participate in and become 'boundary crossers' (Engeström, 2001) between different 'communities of practice' (Lave and Wenger, 1991). However, as it was observed also institution's placement supervisors and staff, and industry managers are part in this network, whose level of involvement might influence the relationships among the stakeholders in the internship program.

4.3.5. Work-related learning

This section draws together insights about and extends the discussion around learning on placement. Findings presented in this section demonstrated that much learning occurred as socially mediated. Indeed, direct and indirect encounters, interaction and relationships with people seemed to be critical contextual factors affecting workplace learning (Eraut, 2004; Fenwick et al., 2012). Participants' proffered statements in this study illustrated how various practices and learning gravitated around relationships as "we learn how to act intelligibly through the socialization that occurs during the performance of everyday practices" (Sykes and Dean, 2013, p. 184). Even though, conditions for appropriate learning experiences during

placements were present, namely, working along with others, giving and receiving feedback and being coached and mentored (Eraut, 2008b; Eraut & Hirsh, 2010), the findings of this study have demonstrated that learning entailed more complex dynamics as illustrated in this section.

The findings demonstrated learning taking place in terms of facilitating and constraining factors. Facilitating factors involved developing relationships and interactions with workplace colleagues and supervisors which enabled interns to learn about practices, organizational values and culture, contributing towards deepening their understanding of the profession (Fleming 2015); however, for this to be possible, for most interns, a feeling of being valued as a team member, openness, proper communication and getting acknowledgment/praise for work, and generally, ‘feeling more than an intern’ were indicated to having facilitated the learning experience. Facilitating factors involved learning that arose from the various roles interns embodied; while being enrolled students, they functioned as full time employees at the hosting companies, being both subordinates and in some cases assistant to manager/supervisors. In fact, the mere transition from higher education to the workplace, involved adopting, adapting to, changing of and learning different roles (Allen & Van de Vliert, 1984; Auburn, 2007).

Adopting different roles might have enabled student-intern not only to learn, but also to facilitate others’ learning as an intern indicated: ‘employees who work there have no training... they are happy that I’m there...so I train them’ (Int6). This example illustrates the critique on traditional conceptions of novice to expert transition in workplace learning (e.g. Lave & Wenger, 1991). Fuller and Unwin (2003) argue that learning at the workplace do not necessarily follow this ‘linear’ pattern as newcomers might bring expertise with them and embody teaching roles that supports existing employees at the hosting organizations. Interestingly, another intern suggested she learned from new employees and not necessarily from those in a ‘promoting learning role’ (i.e., trainers, managers or supervisors) but from anyone within (Boud & Middleton, 2003) and outside the organization:

We had a departmental outing ... where everybody had to give each other feedback. Almost everyone perceived me as ‘strong-willed’, ‘present’, ‘determined’, ‘confident’ ... (IR2)

This intern pointed at ‘others’ being instrumental in what and how she learned; she reported seeking advice primarily from company supervisors, school coach/tutors, and coworkers but also from peers and alumni from school and external companies. In doing so, interns had the opportunity to learn from various potential sources of knowledge; however, seeking ‘resource people’, or people who could meaningfully contribute to learning and development as the examples suggest, signified some proactive behavior (Eraut, 2007). Proactivity or taking responsibility, enabled them not only to make sense of uncertain, ambiguous, inadequate situations and workspaces and the learning of practices, as discussed in the first part of the findings; it also enabled them to enhance their socialization process and to proactively collaborate to face various of the challenges encountered even in the absence of their supervisors. Although interns’ proactive behaviors in my investigation were associated with the learning they obtained and mentoring they received during the internship (Liu et al., 2011), my findings also indicated that proactivity might have influenced relationships at work; for example, an intern indicated: ‘some [co-workers] said I asked too many questions and should stick to my responsibilities’; and went on to add that she ‘probably stepped on a few toes in the process’, when proactively seeking relevant work experiences that would help her achieve the objectives of the placement and career perspectives.

The findings also demonstrated that the perceptions about the importance of proactivity were not limited to the student-interns; the active role of their institution’s supervisors and indeed the internship’s supervisor/manager at the sites were critical to interns’ learning on placement. The participants agreed that industry internship supervisors exerted a significant influence on the learning that took place during the internship. The variety and complexity of relationships found among these supervisors and student-interns revealed different approaches to overseeing the placement experiences; for example, findings made clear role-modeling others helped to mediate learning. An intern reported enhancing learning by “closely analyzing and monitoring the leadership skills of my restaurant manager, and by doing this, developing my own management style” (IR1).

Furthermore, the role of supervisors/managers and their interpersonal skills and learning orientations influenced and shaped learning (Eraut 2004). However, as various comments suggested, support and feedback-oriented approaches even though critically important, were not enough; a feeling of trust, confidence and open relationships was perceived as essential to enable interns to make mistakes thereby facilitating learning. Alternatively, some managers’

dispositions, unwillingness to provide support and feedback and time hindrances, constrained learning. In this light, relational aspects were not always necessarily perceived as facilitating learning on placements; as some examples indicated the structure of some organizations viewed as ‘highly’ hierarchical was perceived as constraining learning because they hindered communication and participation.

As earlier observed, conflicts, and tensions at the workplace and how novices addressed them, made part of and shaped learning from the socialization process and of becoming a professional (Gherardi & Perrotta, 2014, p. 156); in a sense, relating this with the previous themes illustrates the ‘expansive learning’ taking place Engeström (1999) identified as the ‘construction and resolution of successively evolving tensions or contradictions in a complex system that includes the object or objects, the mediating artifacts, and the perspectives of the participants’ (p. 384). The various roles interns played, and their dual identities as both learners and full-time employees made clear they were exposed to, at times, conflicting situations. A question here might arise as to whether the mere presence of challenges, hindrances, and tensions would be enough to promote or bring about learning on placement? As some comments showed, the use of reflection on the perceived constraints or hindrances, enabled interns to learn from the experiences:

There were moments ...I was stressed, and I am sure this was visible [to] the client as well, making her even more stressed. I realized that keeping calm is very important as my behavior directly affects the behavior of the client (IR3)

Interns suggested that reflecting on their experiences, enabled them to develop learning from ‘live experiences’ in line with their needs, enabling them to grow professionally and gain confidence as ‘reflective practitioners’ (Fleming and Martin, 2007, p. 115):

How to deal with people that have been there for ages, and as a new person you come, and say; ‘hey we are going to do [things] differently’; dealing with that resistance is for me an interesting learning curve. (Int6)

This intern went as far as to take this learning moment as an opportunity to re-focus her research assignment towards a topic related to resistance to change in hospitality

organizations; this example might support the preliminary survey's finding pointing at interns' preference for environments where innovation is encouraged (appendices 3 and 4).

Another interesting finding was that feeling responsible for and caring about others' wellbeing, triggered some responses carrying possible learning implications; for example, the intern's concern about guest complains arising from a perceived inappropriate managerial approach from their supervisor and perceived inadequacies in new employees' training (e.g., Int6). It is interesting to observe that such developed sense of caring and responsibility for the wellbeing of others might have stemmed, at least in part from a need to compare the actual situation of the company against industry standards and good practice learned previously at the institution.

Finally, as this research entails perspectives from three primary stakeholders, it was observed that learning was not limited to interns but extended to the institution and the placing companies because of their collaborating relationships. Although relationships were regarded as positive, arising from well-established working liaisons between school and the companies, shortcomings were also perceived because, 'sometimes a company might have the best intentions, but it is not able to deliver' (Stf2). It might be reasonable to assume that there could be room for improvement regarding the potential learning benefits from the mutual collaboration.

Conclusion of the key learning from the findings and discussions

This section presented the findings and discussion of the three major themes of this investigation namely, practices, material dimensions, and relationships. Key learning insights from these aspects are synthesized in this conclusion.

The findings of theme one (1) on practices showed that interns' learning on placements occurred from experiencing job variety involving people in diverse roles and artifacts of various kinds. There were contrasting opinions associated with learning from ambiguous and inadequate working environments some interns experienced as inhibiting as they were characterized by a lack of structure and uncertainty around practices to be performed. However, proactively confronting and addressing challenges situations at times exacerbated by the increased workload, were seen by some participants as opportunities for learning on

placement, often occurring unpredictably and spontaneously. While some stakeholders experienced routine and menial work as contravening learning objectives of interns, others found a balance between operational and managerial tasks to benefit the learning of interns and the interests of hosting companies the most. Managing conflicting practices and dual identities arising from the need for interns to fulfill the duties as regular employees and their required management advice report, posed significant challenges, with distinctive attitudes and responses from stakeholders and learning implications especially for interns. Given this duality, both formal and informal learning was present, ultimately sought to benefit all stakeholders involved. Furthermore, work-related learning resulted from interns being able to develop new KSAs, to apply previously acquired capacities, to voice concerns, to make mistakes and become aware of limitations and the need to act upon them.

The findings from theme two (2) demonstrated that material aspects do influence practices, relationships and networks, the future perspectives of interns and indeed their learning on placement. The existence or absence of such artifacts for example job descriptions and contracts and otherwise how they were drafted and utilized, had direct implications on learning of practices. Moreover, the way physical spaces were configured had an impact on practices, and how stakeholders related to potential implications for interns' learning enablement or hindrance. In the process of utilizing, creating, adapting and modifying material aspects of work settings often perceived as inconvenient or inappropriate, frequently resulted in unintentional, unexpected learning. Furthermore, material aspects as portfolios documenting practices, research proposals, and the placement office website, shaped interns' career and future decisions.

The findings of the theme three (3) demonstrated the relevance of relationships at hosting organizations, of relationships between institution's staff and interns, and of relationships between the institution and the placement site in influencing internship experiences of stakeholders and especially on student-interns learning. As it was indicated, this variety of relationships whether these were co-workers, peers, supervisors or clients, and internship coaches, had implications on stakeholders' expectations and learning. Learning particularly was seen to occur where student-interns were able to take responsibility in their relations with others to initiate organizational change, even when facing challenges as inadequate artifacts and spaces, when dealing with uncertainties and ambiguity about practices and relations which in turn impacted their future orientations.

Generally, various contextual differences including organizational structure, culture, and physical configurations and the role others played, were significant in enabling or constraining practices, relationships and shaping the career and future orientations and learning of interns. Learning was generally facilitated by being proactive even when facing challenges stemming from inadequacies and uncertainty. Finally, managing expectations in advance were regarded as a critical necessity for stakeholders to ensure positive internship experiences.

Chapter 5: Conclusions, recommendations and limitations

5.1 Introduction

This exploratory study sought to investigate stakeholders' perceptions of the internship program at the case institution about dimensions they regarded as important to ensure a successful experience that satisfies their interests and expectations. The study drew attention to existing potential limitations or drawbacks in the placement program which might need to be addressed, aiming at better preparing for and enhancing interns' internships. This study can be thus valuable to stakeholders implicated in this investigation and to similar institutions with similar internship programs nationally and internationally considering the increasing importance given to practice-based experiences worldwide. This chapter first summarizes the contributions of this study to knowledge and professional practice in hospitality management education; it then presents some recommendations for stakeholders of the internship program of the institution, and finally, it delineates the problems and limitations of this study and possibilities for further research.

5.2 Contribution to professional practice and knowledge

The findings made clear that internship practices, the way stakeholders relate, and the various influences of material dimensions are very complex. However, as the literature review indicated, the interactive element between the material and the social dimensions in internships settings appear to be under-researched. Referring to the previously reviewed literature, Trede et al. (2013) and Zopiatis (2013) pointed to limited empirical research and focus on what constitutes effective or successful workplace environments and learning and internships in particular. Similarly, Vaughan (2008), called for the need to investigate 'workplace learning in practice in specific industries and workplaces, not just in theory' (p. 28). As earlier indicated, a major preoccupation throughout the hospitality industry is finding experienced and motivated individuals to remain working for the field especially at management positions. This gap between demand and supply calls for the need to help address these shortages through revisiting education and internships.

This study contributes new insights to existing knowledge on workplace learning, sociomaterial dimensions, and professional practice. Key findings and contributions are here addressed in relation to the original research questions formulated for the investigation: What are the perspectives of student interns, institution's staff and industry managers about their experiences of the internship program regarding social and material aspects of professional practice? What are the implications of an understanding of social and material aspects of professional practice for the learning and development of students, for the institution, for the hosting organizations and generally, the internship program? Moreover, key findings are presented in line with the major themes developed for this investigation, namely practices, material dimensions and relationships as presented next.

5.2.1 Practices

This study contributes to address perceived gaps in existing literature. As earlier pointed out, agreement, understanding, or congruence among stakeholders in educational programs is essential to ensure cooperative success (Henry et al., 2001); however, research studies comprising the perspectives of the primary stakeholders on the hospitality internship are scarce (Yiu & Law, 2012). Given this, my investigation sought to gather the perspectives of the beneficiaries of this investigation, namely, student-interns and the institution (supply side) and the hosting organizations (demand side). This is necessary to maintain the optimal working relationship among these primary stakeholders, especially in a competitive business environment in need of experienced and motivated human capital (Zopiatis & Theocharous, 2013).

Literature studies on hospitality internships have insufficiently addressed challenges students face when dealing with ambiguity, uncertainty, lack of structure and inadequacies at organizational workplaces. A contribution of this study to knowledge is thus to provide an enhanced understanding of the distinctive ways interns experienced practices they perceived as inadequate, ambiguous and unclear and how they coped with them. Interns accustomed to standardized practices perceived ambiguity as constraining. At least in these cases, the finding contradicts with the idea that ambiguity and lack of structure bring about creativity (Smith et al., 2015). Some interns, however, saw the challenge as opportunities to practice managerial skills and take responsibility which supports the idea that learning on workplaces and thus, on placement, is often characterized as unpredictable, undefined and spontaneous (Dean, 2015).

However, merely facing ambiguity and uncertainty did not mean student-interns achieved learning; a supportive environment provided by supervisors, employees, and perhaps other interns was determinant in pointing out towards proactive responses rather than simply reflective responses, which then lead to learning on placement. Proactivity, however, did not only facilitate learning thereby benefiting the supply side of the internship stakeholders but also the demand side. Because positive experiences with internships have been related to job satisfaction, commitment to hosting organizations, and attitudes toward working for the industry, hosting companies have the potential to achieve competitive advantage by having proactive people (Liu, Xu, & Waitz, 2011). This then suggests implications for practice for the hosting companies, for example, to foster an environment that encourages proactive behaviors of interns (Liu et al., 2011).

Literature has indicated (e.g., Maertz Jr et al., 2014), that unchallenging, career-irrelevant or “busy work” tasks, have an impact on the interns’ satisfaction with and the value perceptions of the internship. This was perceived among those interns carrying out more operational rather than managerial duties as hindering their learning and development. For stakeholders, this might be due to interns lacking opportunities; unawareness of the nature of the placement; and lack of proactivity, preparation, and managing expectations. However, according to industry managers, it might also depend on the nature of the placement and on students’ attitudes and interests in seeking to explore different future career perspectives. A contribution to professional practice in the hospitality field in this aspect is to point out to the importance of dialogue between the intern and the hosting company supervisors to clarify expectations. Companies usually do not get opportunities to engage with their interns or employees to discuss what they see as inhibiting or enabling practices and relationships or how they feel about working there. I thus see a possibility for hosting companies to engage more especially if they are to retain well-performing interns and to address issues of shortages of staff and face turnover.

Dealing with challenging situations during practices, further entailed the need to comply with a full-time internship and their required management advice report for their companies and school; this confronted the intern with two sets of often perceived conflicting practices which carried learning implications. Such learning, however, was not necessarily taking place ‘informally’ on placement as much workplace learning theory informs (e.g., Eraut, 2004). A contribution to knowledge was that while dealing with conflicting practices, formal learning

also took place as interns needed to relate theory learned at the institution to comply with the requirements for their management report and thus the placement course. The literature has not sufficiently addressed the issue of students going about managing conflicting practices and dual identities. An implication for practice then for stakeholders is to clarify and manage expectations regarding these conflicting practices to ensure the interests of both interns and the hosting companies do not create misunderstanding and become a source of tension.

In addition to dealing with balancing conflicting practices, this study contributes to highlighting the need to gather the point of view of the three stakeholders regarding knowledge, skills, and attitudes of interns, to uncover perceived gaps in preparing interns for placements. Interns' learning and level of confidence at work were enhanced as they practiced and developed new skills, and learned from mistakes, all which according to Ashton (2004) are essential at work settings and contingent on individuals' proactivity. An important link between proactivity and career perspectives was here also evidenced, as proactive students sought to 'make things happen,' and endeavor toward positive change with future projections (Parker, Bindl & Strauss, 2010). However, in addition to this, for the student-interns of the case institution, enhanced confidence in working independently and learning at the current setting might have additionally been facilitated by being able to apply previously acquired capacities. While managers perceived improvements could be made to enhance generic skills among interns, the institution's staff felt orientation programs could be improved at some companies to positively impact interns' KSAs development and adaptation to work settings. A contribution to professional practice in this aspect was to highlight the importance of proper orientation for new student-interns at hosting organizations as this could have significant implications in their understanding or practices, adaptation, building of relations, and possibly shaping their perceptions and decisions about career and future perspectives; for example, about staying at the hosting organizations or working for the industry. I see a contribution could be made in further involving existing interns in the process of orienting new interns, an aspect to be further discussed in the recommendations section.

Recognizing the dual status of interns as learners and employees during the internship is essential (Fuller & Unwin, 2003). Considering this, and the implications for all the stakeholders involved, this study contributes novel insights about how interns attend to challenges arising from dealing with conflicting practices and dual identities while on placement, thereby addressing a limitation in existing research on the field. In this

recognition, an insight is that even though interns are regarded as regular employees at the hosting organizations, support, guidance, and consideration should cater to their status as novices and students working towards completion of an educational journey. There is still a perception in this case institution which can be found in previous studies, for example in Lam & Ching (2007) indicating that many employers might not be aware of placement objectives, uncertain about students' needs and expectations or just seeking to fill gaps of staff shortages. This study also contributes to demonstrating that having a set of established guidelines for companies to become potential recruiters for student-interns (as in the case institution) does not always necessarily guarantee a satisfying experience for interns.

5.2.2 Material dimensions

Trede et al. (2013) identified material dimensions of workplace learning environment and how these influence students' learning as a neglected area of research. The findings of this study indicate that material aspects were important and influenced interns' practices and learning in various ways during their internships, supporting the idea that material dimensions do matter in workplace learning and professional practice. This research contributes to existing knowledge and professional practice in hospitality internships by providing insights into how material dimensions shaped placement experiences by influencing practices, influencing relationships, and the learning involved as discussed next.

Material dimensions influencing practices

Artifacts like the management advice final report interns submit at the end of their placements, for example, are usually narrowly seen as a partial requirement for the internship course and to enable interns to make sense of the organization, its practices, and the professional field; however, as my findings demonstrated, these artifacts embodied multiple and complex purposes, transcended boundaries, involving and impacting various stakeholders, and triggered, promoted and brought about organizational change. This final report is usually narrowly seen as a partial requirement for the internship course and to enable interns to make sense of the organization, its practices, and the professional field. The report can thus be regarded as a sociomaterial artifact in that it embodies not only academic compliance but serves as an instrument to shape future orientations bringing together the worlds and histories of the stakeholders involved. While literature indicates that such artifacts

as job descriptions and contracts are essential to mediate and direct practice and efforts towards organizational goals, the findings in this study contributed to demonstrate that when these are not clearly drafted or lack altogether might result in organizations mediating ambiguity and uncertainty thereby constraining practices and learning.

Like artifacts, spaces did also influence stakeholders' perceptions about and experiences of practices and learning during placements. While regarded as an important aspect, most interns did not perceive or experience working spaces positively in their settings, often impacting work efficiency and the way interns felt about the organization and working in the field. Unlike previous studies, a contribution of this investigation is the indication of factors influencing their perceptions and how interns attended to hindrances. Students' past experiences; previous information about the internship sites; the importance and appreciation of order, comfort, and aesthetics, and their hospitality education backgrounds, might have shaped their perceptions and experiences. This was an original contribution of this study as it vividly illustrated how interns dealt with challenges arising from perceived inappropriateness at their settings. For staff at the institution and managers at companies, the influence of spaces on practice and learning depended on the nature of the internship; the characteristics of the setting; the interests of interns and their awareness of the variety of settings and the need to adapt to those. While this does not suggest that companies should adapt to the needs of every intern, open discussion about these issues appears to be influential in shaping expectations. A gap identified in the literature pointed to the lack of attention to this dimension of organizational work environments; supported by empirical findings, this study then suggests that perhaps at a minimum, hosting organizations (the demand side), could contribute to enhance interns' learning experiences and overall satisfaction by considering these aspects when planning to redesign spaces, for example, providing a mix of spaces featuring shared and private areas.

Material dimensions influencing relationships and future perspectives of interns

According to Fenwick (2014), interactions of people, settings, and objects “combine to actually embed and mobilise knowledge, materialise learning, and [in some cases] exert political capacity” (n.p.). These insights, however, have not been addressed to a sufficient extent in the field of hospitality education as previously observed. One contribution of this study is to underline the importance of materiality as illustrated through vivid accounts of real

stakeholders of an internship program. Because the hospitality industry grapples with attracting and retaining qualified individuals (Lee & Chao, 2013), the findings of material dimensions underline the importance of understanding interns' motivations as they engage in internships, in a way that addresses their needs, interests, and expectations. There are a variety of motivations for interns to determine whether to stay working for their hosting companies; this study's contribution to knowledge in this area is to demonstrate at least to a certain extent, that sociomaterial aspects of internship influenced those motivations. In understanding such motivations, it might be appropriate to indicate that even though the institution has no direct control over these material aspects at the hosting organizations as being the supplier of potential human capital, at least could investigate which features in a workplace learning environment might be more conducive in enabling interns to learn and develop more effectively (Trede et al., 2013).

5.2.3 Relationships

Generally, conditions for appropriate learning experiences on placements, namely, working along with others, giving and receiving feedback and being coached and mentored (Eraut, 2008b; Eraut & Hirsh, 2010) were present in this case institution's program. However, as findings demonstrated learning entailed more complex dynamics of unpredictable occurrences, struggles, negotiations, accommodations, power relations and politics (Fenwick, 2012; 2015); this study revealed underlying dynamics and situated performances which are important characteristics of such service industries as hospitality (Orlikowski and Scott, 2015), and revealed insights that can be examined through practice-based learning and sociomaterial lenses. The study contributes new insights about relationships at hosting organizations, insights about relationships between institution's staff and interns, and insights about relationships between the institution and the placement site.

Insights about relationships at hosting organizations

This study contributed to uncovering facilitating factors enabling and constraining factors inhibiting relationships and learning at work. Facilitating factors that enabled relationships at hosting organizations for interns entailed, having the opportunity to interact with individuals possessing qualifications in different fields of expertise, thereby accessing knowledge and skills that were 'widely distributed throughout the company' (Fuller and Unwin, 2003, p. 51).

However, the ‘access,’ transcended the boundaries of the company because student-interns kept interacting with other students, professionals, and academics which expanded their opportunities to develop relationships beyond the company. Their relationships and learning were further facilitated by assisting or enabling the learning of others at their sites which corroborates the point that interns or individuals in organizations do not necessarily learn from those in a ‘promoting learning role’ (Boud & Middleton, 2003) but from various others within and outside the organization. While ‘others’ were instrumental in what and how interns learned, proactive behaviors were essential in learning from support and feedback sought from hosting company supervisors, school coach/tutors, coworkers, peers, school alumni and even from external companies. This was particularly evident in role-modeling their supervisors/managers at the hosting companies, whose interpersonal skills, learning orientations and willingness to support and provide feedback were essential to learning about the culture and values of the company and their understanding of what it meant to be a professional (Fleming, 2015). However, for most interns, relationships and learning were facilitated as they perceived team membership, acknowledgment for work, openness and proper communication. This study demonstrated that the benefits of building relationships during placements for both intern and the company involved more than a limited view of benefits aimed to address shortages of staff or simply trying to find the company-intern ‘right fit.’ Moreover, it was observed stakeholders might not always be aware of interns’ various motivations connected to internships, for example as they might see the experience as a means of exploring their interests, capacities, and future perspectives.

Constraining factors included an absence of policies, guidelines, or standards and owners and manager lacking industry-related competencies and background or experience, and were perceived as a source of conflictive relations, organizational ineffectiveness and missed opportunities for learning. Findings contribute to point to a perceived gap in the role supervisors have during internships of assuring performance on the job; being model/mentors and expose interns to the profession and ‘leadership patterns’ (Girard, 1999, p. 43).

Constraining relationships, tensions, and contradiction were for others however perceived as opportunities for learning. In this regard, Fenwick, Edwards, and Sawchuk wrote: “When these contradictions become sufficiently exacerbated, alternative practices seep through activity; questions emerge; actors struggle, negotiate, accommodate; learning occurs; people are transformed” (2011, p. 9).

Perceiving inadequacies at their hosting companies affecting the wellbeing of guests and co-workers might have triggered interns to develop a need to take responsibility on their behalf. This might have enabled interns to apply knowledge, good practice and a sense of appropriateness deriving from their hospitality education and previous experiences. Managers generally framed sources to constrained relationships in terms of student-organization mismatch arising from work inexperience; generational issues; lack of or limited knowledge about the company; lack of proactivity, or to problems in recruitment and selection processes at the school. In contrast, staff members at the institution did not perceive major relationship-related issues among interns at the sites perhaps because this issue was not discussed with students, or because of students' difficulty to voice their concerns.

Insights about relationships between institution's staff and interns

One contribution of this study to professional practice is that it complements existing quantitative studies (e.g., Petrillose & Montgomery, 1997) in that it offers vivid accounts from participants that uncover potential pitfalls or discrepancies concerning structure and organization of internships and their potential impacts on relationships among institution's staff and interns. Complexity in communication lines and coordination on interns' progress at times characterized by inconsistent, infrequent or non-existent supervisor-intern contact affected the benefits of relationships. This study underlined the impacts of lack of structure, inefficient planning, and administration and paperwork reducing the time for student guidance and the insufficient number of hours assigned per student on effective coaching for interns.

Insights about relationships between the institution and the placement site

Both stakeholders regarded good relationships as essential and desirable and perceived them as generally positive; however, as both stakeholders do benefit from strong relationships, a contribution of this investigation is to uncover perceptions about potential drawbacks in school-industry partnerships or working relations that might need to be addressed. The study contributes insights complementing previous studies investigating institution-hospitality industry relations and their impacts on interns (e.g., Akomaning, Voogt & Pieters, 2011). Most salient observations are outlined as follows.

- Some employers' unawareness of objectives of the placement; of interns' expectations and training needs; of interest in developing students as potential employees rather than recruiting to address their staff shortages issues. Complex, and at times, challenging communication lines might result in information on interns' progress not reaching every stakeholder.
- Information about internship opportunities at placing companies not always clearly projected or disseminated, possibly resulting in missed chances for interns to expand their choice of companies in line with their interests and capacities.
- Unclear guidelines at the institution for students to share their experiences with other actual and prospective interns; which indicate interns might not be actively involved in the collaborative process of working relationships between the institution and the companies.
- Industry managers perceived unrealistic expectations of some interns about organizations and placements, due perhaps to a potential gap in the school-company cooperation regarding appropriate selection criteria.
- The importance of building networks not necessarily connected to their immediate work context, often facilitated by such sociomaterial elements as parties or sports event, suggesting interns' opportunities to practice hospitality industry acquired competencies.

Importantly as it was found, expectations were shaped by relationships; managing expectations appear to be critical to establish meaningful relationships. These insights demonstrate the variety of relationships that were seen to be important in this study to the learning of students in internships, whether these were co-workers, peers, supervisors, clients or tutors. Learning particularly was seen to occur where students were able to take responsibility in their relations with others, where they expected that this could occur even where inadequacies, uncertainties and lack of structure were present.

The contributions of this thesis follow the lines of the unique contribution of sociomaterial theories. Rather than merely focusing on people's individual capacities, learning, and social relationships, the study considers both social and material elements of practices and learning as intertwined and 'mutually constitutive' (Fenwick, 2014). As it was observed there were a

variety of contexts and organizational settings with distinctive physical characteristics, managerial approaches, work design, relationships and generally, sociomaterial configurations that either constrained or facilitated learning opportunities. Particularly, materiality in the form of artifacts and spaces play an essential role in how interns attend to situations and environments characterized by uncertainty, inadequacy, and ambiguity. Given this, the following section proposes some practical recommendations for the primary stakeholders participating in this investigation.

5.3 Recommendations

Considering the growth and dynamic nature of the hospitality and tourism education and the increasing interest in practice-based learning experiences, the institution under investigation is in a privileged position and enjoys a high reputation nationally and internationally. In maintaining this reputation and its strong linkages with the industry, the institution continuously revises and updates its internship program and implements potential strategies towards improvement. Taking this opportunity and given the findings highlighted in the previous chapter, I will formulate a set of recommendations for each stakeholder as follows.

5.3.1 To the case institution

Insights and critical comments from participating student-interns, institutions' staff and managers, could be valuable to course leaders in their continuous improvement efforts towards course development and curriculum adaptations and for the overall quality of the program.

Administration and ongoing support

The findings pointed out a few issues associated with supervision and support which should be addressed to enhance interns' experiences on placement. It is recommended that the frequency and structure of meetings between supervising coaches and students on placement be revised. Perhaps during the first meeting (meeting and greeting session), tentative dates could be arranged in advance, and the medium of communication stipulated. Face to face meetings could be more structured, following an agenda on topics to be discussed, with notes taking or recording being encouraged during conversations. Meeting feedback notes should be

maintained to keep track of discussed topics and tasks to be performed for the next session. Besides, there should be an effort to revise the current practices regarding the visits to interns while on placements. Hospitality programs could enhance internships by increased visits to interns at their hosting sites not only to follow up on students' progress but also to make connections and develop enhanced relationships with industry employers (McCurdy & Zegwaard, 2009; Petrillose & Montgomery, 1997).

During the writing of this thesis, the institution introduced a chat feature in addition to phone and e-mail for students to formulate quick questions to the institution's staff about their LYCar program. Support is provided from Monday through Thursday from 9.30 a.m. till 12.30 p.m.; the institution could consider the possibility to extend this shift. Moreover, students working on their final reports can now sign up for questions/answers consultation sessions. It is recommended that the impact of these strategies be assessed for effectiveness and possible adjustments be made. Besides, the use of technology-assisted feedback and support for example via Skype could be strengthened. Furthermore, during the data analysis period, changes were being contemplated to address the issue of complexity in staff involved in supporting the student on placement; it could be then recommended that any implementation be assessed and compared against the former situation to determine the impact on stakeholders (if any) of these changes.

The participation of interns who have completed their placements should be more actively sought. Rather than staff assuming interns will communicate or informally share their placement experiences with other prospective or future interns, this should be an essential part of pre-and post- placement activities to complement the already existing introduction/orientation and feedback sessions. Through more structured activities interns should be encouraged to share their experiences with other students commencing their placements, putting special attention to what they found were factors enabling or constraining practices and learning in line with the major themes as discussed in the findings of this investigation. Based on the 'experiential learning model' created by Kolb (1984, p. 46), Zopiatis and Constanti (2012), for example, suggested enhancements internships management could be achieved by introducing such activities as 'pre-and-post internship seminars.' In addition to students, other stakeholders should be involved in sharing their points of view, ideas, experiences, suggestions, and recommendations which could also augment students network development opportunities during these seminars.

Managing expectations

The suggestion of an interviewed industry manager of having a three-party meeting (student, institution staff, and the manager) at the beginning of this internship should be an essential part of the institution-company working relationship; this could potentially clarify expectations and other issues about the placement journey of interns. Moreover, updated profiles of hosting organizations for interns featuring content about the organization and what the placement entails should be presented in a way that is detailed enough without being overwhelming or discouraging for students to access and review. Petrillose and Montgomery (1997) suggested internship programs can be enhanced when institutions improve the marketing of placement opportunities at the hosting companies through various channels as e-mail, Internet, university/college career placement offices, faculty contacts, and on-campus recruitment. Moreover, there should also be posted information about those organizations having a record of lacking policies, guidelines, standards or featuring human resources management issues to avoid potential misunderstandings and dissatisfaction among interns. Furthermore, information about physical/material aspects could be included and periodically updated, building on interns' comments about their experiences at those sites.

Student-organization fit

In connection to the findings of concerns about managing expectations to achieve a greater organization-intern fit, the institution could explore ways to investigate interns' deep motivations of doing an internship or selecting a particular site and their motivations to working in the field of hospitality. Stansbie, Nash, and Jack (2013) argued that "by understanding what motivates students within these internship placements, educators are able to work with industry employers to set clear parameters for learning" (p. 166). Even though the institution has strategies in place to classify students by motivating factors to some extent, it could seek to update their current practices against contemporary empirical research integrating sociomaterial dimensions.

Enhancing interns' generic skills

The findings showed there was a perceived need of enhancing interns' problem-solving, decision making and communication skills, which were important capacities in assisting some interns with facing ambiguity, uncertainty and lack of structure at organizations. Activities that address real issues interns will be likely to encounter at their placing organizations could be strengthened within the existing curriculum. Case studies, for example, involving role-play or simulation of real situations commonly encountered at work settings could enhance problem-solving skills (as mentioned in Ruhanen, 2005) and be introduced earlier in the program before the internship. Additionally, ethical, social, legal and technological requirements could be added to the assignment to augment the challenge and interest among students (Kaider, Hains-Wesson & Young, 2017) and expose them to these important often overlooked aspects of the world of work. Certainly, related theory on these topics and about organizational culture and politics could underpin the investigation and could be part of courses content. Furthermore, the role of issues of control including contracts, policies, regulations and the artifacts which embody them, are important because they 'convey politics dimension as there are values and interests to be negotiated' (Fenwick, 2015). This is another aspect usually left to students to experience but not contemplated in their study program, which suggests an opportunity to at least make students aware of the importance of these issues within organizations.

Additionally, other non-placement work-integrated learning activities that expose interns to the world of work could be considered, for example, industry and community projects, problem-based learning, simulated/online workplace environments (Hains-Wesson, 2012; Hains-Wesson & Campbell, 2014). Voluntary projects at the not-for-profit sector could also assist the institution to attend its mission of social responsibility. Staff in charge of internship design, development, and coordination, should be cognizant of the diverse learning styles of student interns when developing various activities such as workshops and seminars; similarly teaching staff should develop materials and teaching methods being mindful to cater to this variety (Murphy, Mc Gillivray, Reid & Young, 1999).

Internship experiences should be complemented with other experiential activities with the aim of enhancing interns' generic skills, for example, decentralizing the teaching experience outside the borders of the institution. As part of the collaboration industry-academia, some theoretical lessons could be carried out at the companies' locations. This initiative aims to have students become more familiar with a real work environment; to stay up to date with the

latest developments in the discussed topics and perhaps to network with managers who could potentially assist in future internship or employment engagements.

Material aspects

Because the institution does not have direct control over physical/material aspects at the sites, at a minimum, the institution should make interns aware of the variety of settings in advance; also inform them about the possible limitations at these hosting companies and the need to adapt to those which might not feature the interns' desired facilities. Linking this to the discussions on the proactive responses that interns adopt when facing inadequacy of artifacts, and inconvenient facilities, two suggestions can be made. First, the institution could suggest interns go beyond the websites and consider a preliminary visit to the facilities and alternatively talk to current employees or other trainees to have a more realistic idea about the venue, thereby shaping their expectations. Second, this should be made an essential aspect to be covered in the reflective sections of their management reports at the end of their internships, and during feedback sessions from graduates and students who have completed their placements. Indicating how they proactively acted upon challenges might be helpful for new interns, and these contact moments could also strengthen network opportunities for both sets of students. It could also reveal material aspects the institution could be made aware of in their working relations with companies and their efforts to enhance interns' learning experiences.

5.3.2 To the hosting companies for interns

Managing expectations

As a starting point, hosting organization should revise information wherever available to potential interns and employees to project an accurate and realistic image, perhaps with a dedicated link with some detail about the nature of internships offered. Linking this to the importance some interns attach to standard practices, there should be information for example on the presence of orientation, training opportunities and standard operating procedures at the company.

A learning/employment contract stipulating job descriptions, objectives and expectations should be drafted in advance (Martin & Hughes, 2011). Ideally in the drafting stage interns should be involved to ensure it is concise, and not overwhelming to them. Because of the high importance of the interns' research assignment for the course, this should also make an essential part of the contract. Certainly, a placement-specific job description outlining realistic roles, authority relationships, liaisons, and responsibilities, should be a norm with clear details drafted; Zopiatis (2004, 2012) informed that unfortunately, this document is easily overlooked for internship purposes in organizations. Importantly, Zopiatis & Constanti (2012) recommend that even though the company should not give preferential treatment to student interns, "their employment status should be clarified to reflect the nature and uniqueness of their learning experience" (p. 47-48). I also believe including the values of the company could guide interns to determine whether their values match those of the organizations to achieve a better student-organization fit.

The above actions should be aimed at facilitating enhanced understanding and execution of practices and facilitating the building of social relations and adaptation to the new environment. This could increase interns' intentions to remain working at the company or at least enhance perceptions they hold about working in the industry after graduation.

Providing orientation and meaningful work

Orientation and socialization programs for interns could be revisited and strengthened at some organizations, not only entailing aspects of the organizational structure and the practices but also the material and physical aspects of work; for example, a simple tour through the facilities should be the norm to avoid situations where interns have to 'find things out themselves'. It is recommended that initial internship days not involve immediate task expectations, but rather a familiarization experience with the organization (Maertz et al., 2014). It is essential that the hosting companies revise their internship task design characteristics to ensure they meet the aims of the placement and increase motivation among interns. This can be assisted by employing Hackman and Oldham's (1980) job characteristics model, (depicted in Figure 8 below) which can be adapted to design or re-design internships in the hospitality industry and as a measurement tool for assessing the value of students' internship experiences (Stansbie et al., 2013).

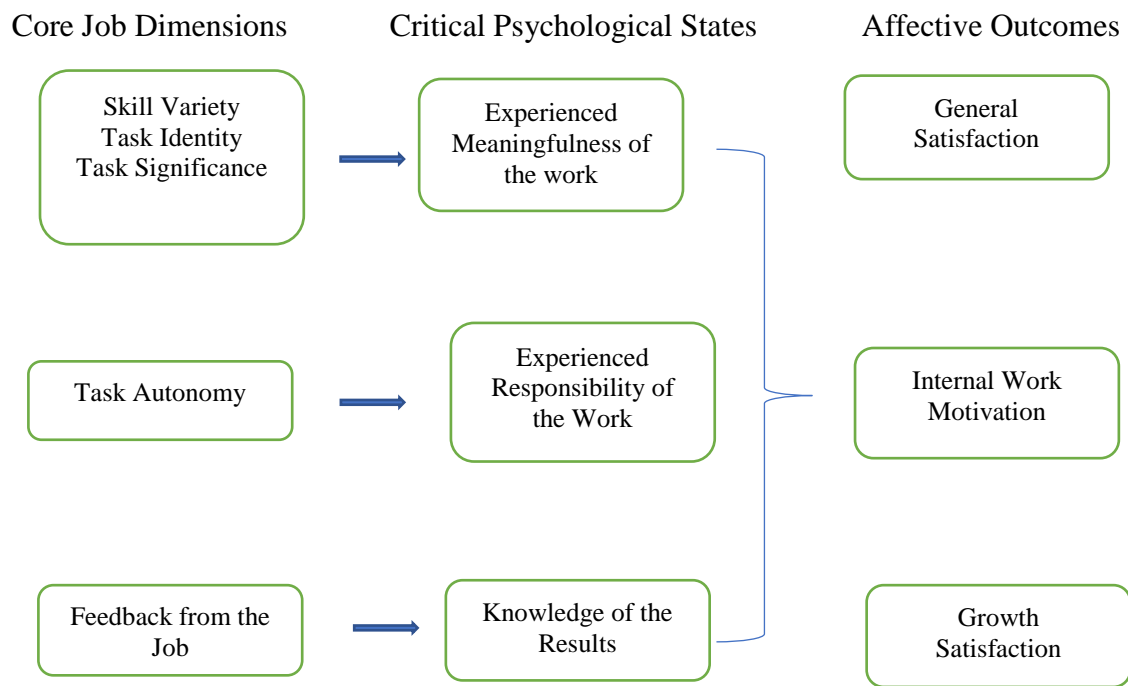


Figure 8. Hackman and Oldham's (1980) job characteristics model

According to this model when individuals experience tasks which are varied rather than routine and contribute meaningfully to the organization, and when individuals can work independently and are provided with timely feedback, this could derive in positive psychological states; this, in turn, can lead to extrinsic or internal work motivation as a core outcome, general satisfaction with the job and growth satisfaction (Stansbie et al., 2013). Organizations could thus include project-related work (executing an entire set of tasks from beginning to end); work that exposes interns to diverse individuals across functions/areas of the organization; allowing them to present their professional products to management, and 'work providing a truly realistic preview of the particular organization and or career' (as summarized in Maertz Jr et al., 2014, p. 137).

It is essential to observe that hosting organizations should be asked to provide students with management-level practices; however, since relationships shape expectations about internships, managers need to be open to dialogue with student-interns about the nature of their work. This may be important in securing a stable workforce within the industry. Moreover, it can be suggested that since not every intern will efficiently function or learn by 'trying things out or learning by doing,' basic standard operating procedures written down in a manual or a digital file should be present, updated and available to interns. Furthermore, following the premise that "people grow best where they continuously experience an

ingenious blend of challenge and support” (Keagan, 1994, p. 42), cross-training and job rotation should be encouraged to enhance work enrichment and increase the challenge of and the interest in the internship program (Lam & Ching, 2007).

Generally, the idea is to expose interns to those factors promoting understanding of practices, building positive relationships and facilitating overall learning, while minimizing those factors which inhibit these. Moreover, industry managers should see the collaboration as a strategic synergy going beyond the mere recruitment of students to alleviate temporary staff needs, but rather promoting collaboration concerning proper recruitment, selection, and development of interns. This will require to establish clear communication lines within the organization for example to consider future engagement of interns as full-time employees after graduation, or honestly communicating otherwise to the interns in advance. These actions may be crucial in securing a stable workforce within the industry.

5.3.3 To the student-interns

Recommendations to student-interns could seek to address issues arising from unrealistic expectations and being able to balance conflicting practices. Research broadly suggests interns should engage in proactive behaviors to capitalize on the benefits from internships while minimizing costs and drawbacks (Lu & Kuo, 2016; Maertz Jr et al., 2014). This study, however, showed that proactivity also involved looking closer at sociomaterial dimensions of internship practices and relationships they consider important at their hosting companies.

Prior to the internship

Proactive behaviors might involve setting clear goals, seeking relevant information about the company and the nature of the internship by for example contacting current employees and previous interns and mentors. Moreover, seeking relevant information on potential sites going further than web content and comments from previous interns and networks could be beneficial.

During and after placements

Proactive behaviors during placements might involve:

- Setting objectives with supervisors; asking support and formulating relevant questions when necessary; asking for regular feedback and performance evaluation; maintaining regular contact with the relevant staff at the institution about their progress and voice their concerns experienced at their sites, explicitly in terms of their needs for contact with and feedback from supervisors.
- Being more actively involved during meetings with coaches/supervisors, sending an agenda with points to be discussed and any material to be revised by coaches or any other advisor.
- Seeking to participate in career events which also might involve other student-interns, pre-placement students, and graduates.

Proactive behaviors after placement involve:

- Seeking involvement in post-internship activities and be willing to collaborate in preparing new interns especially in setting expectations.
- Capitalize on the various potential opportunities to learn and develop within and outside of the placing companies and the educational institution. Billet (2008) observed that rather than trying to organize experiences for students, the focus should be to prepare them as proactive ‘agentic learners’ as required for professional practice (p. 51).

For all the stakeholders it is recommended to regard the internship as a cooperative synergetic endeavor, or as Coco (2000) put it: “internships are a win-win situation for everyone, and the synergistic effect of the relationship among student, host company, and university benefits all participating parties” (p. 44).

5.4 Self-reflection, problems and limitations

This investigation has undoubtedly been an invaluable learning experience for my academic and professional development. Even though I had previously conducted research, doing so at a doctoral level demands a set of capacities and a high degree of organization, discipline, proactive behaviors and persistence one cannot underestimate. This doctoral experience has enriched my previous understanding of performing a rigorous investigation; to critically assess my capacities and attitudes as a novice researcher and to revisit my values, and

perspectives. It enabled me to become more cognizant of how qualitative research comprising different stakeholders' perspectives on various topics, can generate such an overwhelming and at times messy volume of data that needs to be reduced, analyzed, coherently presented, and discussed all necessary to come up with a coherent piece of research aimed at contributing to knowledge and professional practice, to be scrutinized and critiqued by several publics with various opinions (Cohen et al, 2011; Creswell, 2016) . Even though the process was challenging and at times frustrating, it helped me to become aware of my limitations and perceived areas for improvement; to directly apply new skills I have learned through this journey, and to gain more confidence to pursue further inquiry in the field of my professional practice.

Furthermore, the study brought me into contact with the sociomaterial perspective, a theoretical framework I had never been exposed to previously. This has allowed me to be aware of dimensions I might have overlooked amidst my daily professional occupations and to see educational and working experiences from a different angle. Finally, the investigation also exposed me to a wealth of resources and knowledgeable individuals I could benefit from in my present position as a lecturer, as an educational investigator, and certainly into my professional future.

Problems arise during any research endeavor (Myers & Newman, 2007) and this was indeed the case in my investigation. The main problem was the extended amount of time taken at the various stages for this investigation. Due to contextual factors at the case institution as explained in the methodology chapter, I had to wait for several months to be granted permission to conduct my research which delayed the commencement of data collection. Being cognizant that working linearly would not be time efficient, I then decided to work on developing a preliminary draft of the literature review, a draft of interview questions and become more familiar with the internship program of the institution, while I was awaiting approval. Then in the data collection, I faced challenges in recruiting participants among the student-interns and industry managers groups for interviews. It was necessary to understand student's challenges in balancing a full-time internship while preparing their final research assignments and managers' inconveniences in scheduling interviews. It was necessary to observe the required ethical principles to be careful not to coerce the participants and use appropriate language in follow up/reminder messages and adapt as much as possible to their schedule needs.

In the data analysis, several months and much effort were spent on interview transcription and overall analysis of the collected data as I decided to do the work myself by employing a manual approach, rather than hiring someone or using software. What I initially saw as a hindrance or challenge, finally worked out as an advantage as I became more familiar with and was able to gain rich insights from the data. Creswell (2016) further indicated that transcribing one's interviews 'may reveal nuances not apparent when the transcription is hired out' (p. 28). Perhaps a recommendation for future research would be to employ software for example NVivo to determine whether the inferences of the study would be different from those using manual methods. In addition to these problems and challenges, it should be borne in mind that the study features a few limitations.

Data collection methods limitations

- One of my original ideas was to conduct a more ethnographic kind of study, perhaps participating actively in data collection as a participant observer and being able to capture more vividly the underlying sociomaterial dimensions of practice "in situ" (Hopwood, 2016). Due to the problems described above, the constraints derived from these and to stakeholders' time limitations and the ensuing potential ethical implications, this option needed to be abandoned.
- The interviews with industry managers at the visited sites involved site assessment notes and pictures of physical spaces in illustrating aspects of the material nature of internship sites, which I felt could not be evident in the other sources of data. The pictures were taken with the permission of the managers. I, however, realized this aspect was not discussed in the ethical approval process which resulted in the pictures not being included which might have affected the intended 'color' of the findings. Instead, I included publicly available pictures of those sites or others that resembled or closely matched the environments of the visited sites. It would be thus advisable to consider this aspect within the ethical documentation (if needed) in any future research endeavor.
- Due to the complexity and the limitations of this investigation, the preliminary survey was only applied to the student-interns group. Perhaps it would have been better if the institution's staff and the industry managers could have participated as well; however, a different kind of survey might have needed to be designed.

Case study limitations

This investigation is a single case localized for one educational institution context and limited to a single internship program. I should make clear that due to the characteristics and limitations of a case study like this, my findings are unable to draw statistical generalizations across populations. However, users of my research at other contexts or settings can certainly learn from my results, with the theoretical analysis assisting in this and could evaluate the extent to which these findings apply to their situations and thus “transfer” the results (Polit & Beck, 2010).

Sample limitations

My sample entailed six student-interns, six staff members of the institution and only three industry managers. Expecting a high level of participation among this last group, twenty-five invitations were sent to potential participants; unfortunately, however this was not the case as only three managers were willing (and made the time) to be part of the study. If this study is to be replicated, a more equally distributed and larger sample might be recommended to determine whether the inferences of the study are transferable across a broader sample of participants. Similarly, for the student-interns group, my idea was to interview an equal number of students who were currently undergoing ($n=3$) and students who recently had completed their placements ($n=3$); unfortunately, not all students submitting their report were willing to be interviewed afterwards, except one. However, all the participants were at various stages of their internship journey which provided a reasonable representation of the target population.

5.5 Possible future research

- I see various possibilities or opportunities to conduct further research in internships considering the underlying theoretical framework for this investigation, namely sociomaterial perspectives. For example, to analyze work routines specifically, those taking place at the more operational internships by employing techniques to ‘detect the variation in activities, actors, artifacts, and affordances’ (Gaskin et al., 2014). It would be interesting to uncover any differences and similarities between both operational and

management (LYCar) placements on perceptions stakeholders hold about sociomaterial dimensions. Questions around this include:

- Are there any differences across the various stages of the internship program or any patterns in how these perceptions are shaped over time during the program?
- How demographic, social, cultural and economic variables influence student interns' perceptions of sociomaterial dimensions of practice during internships?
- Are there any differences in how local students on placements abroad experience sociomaterial dimensions of practice as compared to those international students conducting their practices in the Netherlands?
- Are there any differences in the way student-interns perceive sociomaterial dimensions of professional practice at hosting organizations offering them employment upon completion of the internship? Perhaps this investigation could be extended to explore the attitudes or behaviors among existing employees of the hosting organizations about interns being offered a job (Maertz Jr et al., 2014).

Moving forward, I believe possible areas for further research could investigate how sociomaterial perspectives could be employed to study specific aspects of internships. For example, to analyze the institution-hosting company collaboration by applying the actor-network theory (ANT) or the cultural-historical activity theory (CHAT). Future research could particularly focus on identifying which material features in a workplace internship environment might be more conducive to enabling interns to learn and develop. This could, for instance, integrate an element on the use of digital mobile technologies (laptops, mobile phones, PDAs, smartphones) as impacting the internship experience both on-site and outside of the hosting organization. Quantitative research among the three stakeholders could be conducted to rank the importance of these features. Alternatively, ethnographic research could investigate the impact of sociomaterial aspects 'in-situ' (Hopwood, 2016), meaning, at the place and time when interns are conducting their practices. The investigator could, for example, collect data as participant observer during practices and follow up with reflective in-depth interviews. Finding out these views could guide efforts to facilitate counseling interns (and any employee) 'about how to adapt to the workplace or how to find a more compatible job situation' (Moos, 2008, p. 7).

Furthermore, a dimension worth pursuing would be around proposing a way to categorize physical aspects of work environments for example into atmospheric elements (light, sound, smell, temperature), physical features (layout, fixtures, furniture, job-related/non-job-related technology resources) and human dimensions (accessibility/comfort, safety, aesthetics). The aim would be to have a framework that could potentially be employed to guide or facilitate sociomaterial analyses of internship practices.

Finally, during the final stages of this thesis, the institution under investigation was undergoing assessment towards accreditation. A further research possibility would be to consider aspects of the internship program deriving from this assessment that might need attention. This study could be brought forward involving the participation of the three constituents (students, institutional staff, and industry managers) in a collaborative action research endeavor entailing diagnosis, action plan, action undertaking, and evaluation (Coghlan & Brannick, 2005). The effort could then provide accreditation bodies with an evidence base for monitoring the quality of placements. (Trede et al., 2013).

Some final words

Summing up the contributions of this study, this investigation suggests the importance of gathering the point of view of the three stakeholders to uncover perceived gaps in understanding and managing expectations in advance. The study provided new insights into how interns experienced sociomaterial dimensions of professional practice on internships. The findings demonstrated the complexity of practices and learning taking place during internships. Knowing and learning certainly were inextricably embedded in practice and involved the interplay among materials, people, and spaces. Viteritti (2015) suggests that knowing and learning 'is rather a practical, material, social and relational process' as novices become participants in a workplace (p. 131). The findings thus follow those who critique and challenge the standard paradigm of learning which regards learning as being transmitted to and occurring in isolation in the minds of the individual acting as an 'spectator', disregarding context, social and material dimensions of learning (Beckett & Hager, 2002; Dean, 2015; Gherardi, 2009; Fenwick, 2013). Due to the continuous improvement efforts at the case organization, the contribution of this study is to stimulate timely straightforward, critical, purposeful discussions around these aspects and their consideration for future course revisions and curriculum adaptations.

References

- Adler, P. A., & Adler, P. (1987). *Membership roles in field research* (Vol. 6). Sage.
- Aggett, M. & Busby, G. (2011). Opting out of internship: Perceptions of hospitality, tourism and events management undergraduates at a British University *Journal of Hospitality, Leisure, Sport and Tourism Education*, 10(1), 106-113.
- Airey, D., Dredge, D., & Gross, M. (2015). Tourism, Hospitality and Events Education in an Age of Change. In D. Dredge, D. Airey & M. Gross (Eds.), *The Routledge Hand - book of Tourism and Hospitality Education* (pp. 3-14). London: Routledge
- Allen, M. (Ed.). (2017). *The SAGE encyclopedia of communication research methods*. SAGE Publications.
- Allen, V. L., & Van de Vliert, E. (1984). A role theoretical perspective on transitional processes. In *Role transitions* (pp. 3-18). Springer, Boston, MA.
- Akomaning, E., Voogt, J. M., & Pieters, J. M. (2011). Internship in vocational education and training: stakeholders' perceptions of its organisation. *Journal of Vocational Education & Training*, 63(4), 575-592.
- Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2010). Tracking a global academic revolution. *Change: The Magazine of Higher Learning*, 42(2), 30-39.
- Altinay, L., & Paraskevas, A. (2008). *Planning research in hospitality & tourism*. Routledge.
- Armstrong, E. K. (2003). Applications of role-playing in tourism management teaching: An evaluation of a learning method. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 2(1), 5-16.
- Ashton, D. N. (2004). The impact of organisational structure and practices on learning in the workplace. *International journal of training and development*, 8(1), 43-53.
- Auburn, T. (2007). Identity and placement learning: student accounts of the transition back to university following a placement year. *Studies in Higher Education*, 32(1), 117-133.
- Barad, K. (2003). Posthumanist Performativity: Toward an Understanding of How Matter Comes to Matter. *Signs: Journal of Women in Culture and Society*, 28(3), 801-831.
- Barad, K. (2007). *Meeting the universe halfway: Quantum physics and the entanglement of matter and meaning*. duke university Press.
- Barron, P., Maxwell, G., Broadbridge, A., & Ogden, S. (2007). Careers in hospitality management: Generation Y's experiences and perceptions. *Journal of Hospitality and Tourism Management*, 14(2), 119-128.

- Baumeister, R. F., Bratslavsky, E., Finkenauer, C., & Vohs, K. D. (2001). Bad is stronger than good. *Review of general psychology*, 5(4), 323.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The qualitative report*, 13(4), 544-559.
- Beard, F., & Morton, L. (1998). Effects of internship predictors on successful field experience. *Journalism & mass communication educator*, 53(4), 42-53.
- Becher, T. & Trowler, P. (2001). Academic tribes and territories: Intellectual enquiry and the culture of disciplines. Buckingham, UK.
- Beckett, D. & Hager P. (2002). *Life, Work and Learning: Practice in postmodernity*. London and New York, Routledge.
- Billett, S. (2001). Learning in the workplace: Strategies for effective practice. Sydney: Allen and Unwin.
- Billett, S. (2008). Realising the educational worth of integrating work experiences in higher education. In *WACE Asia Pacific Conference* (p. 41).
- Billett, S. (2010). The practice of learning through occupations. In S. Billett (Ed.), *Learning through practice: Models, traditions, orientations and approaches* (pp. 59-81). Dordrecht, The Netherlands: Springer.
- Binder, J. F., Baguley, T., Crook, C., & Miller, F. (2015). The academic value of internships: Benefits across disciplines and student backgrounds. *Contemporary Educational Psychology*, 41, 73-82.
- Bitner, M. J. (1992). Servicescapes: The impact of physical surroundings on customers and employees. *the Journal of Marketing*, 57-71.
- Blomme, R.J. (2006). *Eindrapportage Associate Degree*. The Hague: Hotelschool The Hague.
- Blomme, R. J., Tromp, D. M., & Van Rheede, A. (2008). Predictors of turnover intentions of highly educated employees in the hospitality industry. *Advances in Hospitality and Leisure*, 4, 3-28.
- Blomme, R., Van Rheede, A., & Tromp, D. (2009). The hospitality industry: An attractive employer? an exploration of students' and industry workers' perceptions of hospitality as a career field. *Journal of Hospitality & Tourism Education*, 21(2), 6-14.
- Boud, D., Keogh, R., & Walker, D. (1985). Promoting reflection in learning: A model. *Reflection: Turning experience into learning*, 18-40.
- Boud, D., & Middleton, H. (2003). Learning from others at work: communities of practice and informal learning. *Journal of workplace learning*, 15(5), 194-202.

- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative research journal*, 9(2), 27-40.
- Brown, E. A. (2011). Hospitality management graduates' perceptions of career factor importance and career factor experience and the relation with turnover intentions. *Graduate Theses and Dissertations*. Paper 12001. Retrieved from <http://lib.dr.iastate.edu/etd/12001>
- Brown, E. A., Thomas, N. J., & Bosselman, R. H. (2015). Are they leaving or staying: A qualitative analysis of turnover issues for generation Y hospitality employees with a hospitality education. *International Journal of Hospitality Management*, 46, 130-137.
- Brush, C.G. (1992). Research on women business owners: Past trends, a new perspective, and future directions. *Entrepreneurship Theory and Practice*, 16 (4), 5-30.
- Busby, G. (2002). Tourism sandwich placements revisited. In B. Vukonić & N. Čavlek, (Eds.), *Rethinking of education and training for tourism* (pp. 213-230). Zagreb, Croatia: University of Zagreb Graduate School of Economics and Business.
- Busby, G. (2005). Work experience and industrial links. In D. Airey & J. Tribe (Eds.), *An International Handbook of Tourism Education* (pp. 93-107).
- Busby, G., Brunt, P., & Baber, S. (1997). Tourism sandwich placements: An appraisal. *Tourism Management*, 18(2), 105-110.
- Busby, G. D., & Gibson, P. (2010). Tourism and hospitality internship experiences overseas: A British perspective. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 9(1), 4-12.
- Carlile, P. R., Nicolini, D., Langley, A., & Tsoukas, H. (Eds.). (2013). *How matter matters: Objects, artifacts, and materiality in organization studies*. OUP Oxford.
- Chen, C. T., & Chen, C. F. (2011). The influence of internship experiences on the behavioral intentions of college students in Taiwan. *The Asia Pacific Education Researcher*, 20(1), 73-92.
- Chen, T. L., & Shen, C. C. (2012). Today's intern, tomorrow's practitioner? The influence of internship programmes on students' career development in the Hospitality Industry. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 11(1), 29-40.
- Chi, C. G., & Gursoy, D. (2009). How to help your graduates secure better jobs? An industry perspective. *International Journal of Contemporary Hospitality Management*, 21(3), 308-322.
- Chia, R., & Holt, R. (2008). The nature of knowledge in business schools. *Academy of Management Learning & Education*, 7(4), 471-486.

- Cho, M. (2006). Student perspectives on the quality of hotel management internships. *Journal of Teaching in Travel & Tourism*, 6(1), 61-76.
- Choy, S. P. (1999). College access and affordability. *Education Statistics Quarterly*, 1(2), 74–90.
- Clegg, S., & Stevenson, J. (2013). The interview reconsidered: Context, genre, reflexivity and interpretation in sociological approaches to interviews in higher education research. *Higher Education Research & Development*, 32(1), 5-16.
- Coco, M. (2000). Internships: A try before you buy arrangement. *SAM Advanced Management Journal*, 65(2), 41.
- Coghlan, D., & Brannick, T. (2005). *Doing action research in your own organization* (2nd ed.). London, UK: Sage.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. Oxon, UK: Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2011). Planning educational research. In *Research methods in education* (7th ed., pp. 115–142). London, UK: Routledge.
- Cole, M., & Engeström, Y. (1997). A cultural historical approach to distributed cognition. In G. Salomon (Ed.), *Distributed Cognitions: Psychological and educational considerations* (pp. 1-46). Cambridge, UK: Cambridge University Press.
- Coll, R.K., & Zegwaard, K.E. (Eds.). (2011). *International handbook for cooperative and work-integrated education: International perspectives of theory, research and practice*. Lowell, MA: World Association for Cooperative Education.
- Corbin, J. M., & Strauss, A. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. *Qualitative sociology*, 13(1), 3-21.
- Costa, C., Burke, C., & Murphy, M. (2018). Capturing habitus: theory, method and reflexivity. *International Journal of Research & Method in Education*, 1-14.
- Crabtree, B. F., & Miller, W. L. (Eds.). (1999). *Doing qualitative research*. sage publications.
- Creswell, J. W. (2016). *30 essential skills for the qualitative researcher*. Sage Publications.
- Dardeer, M., Tag-Eldeen, A., & Salem, I. (2017). The Influence of Physical Work Environment on Hotel Back-of-the-House Employees' Satisfaction and Productivity: A Case Study on Hilton Hotels. *Journal of Tourism Research*, 43.
- Dean, B. A. (2015). Learning on placement: A sociomaterial, practice-based approach to work-integrated learning. University of Wollongong, Wollongong.

- Dean, B., C. Sykes and J. Turbill. (2012). 'So, what did you do?' A performative, practice-based approach to examining informal learning in WIL. Paper presented at 9th International Conference on Cooperative and Work- Integrated Education, June 20-22, Bahçeşehir University, Turkey.
- Demski, J. S., Lewis, T. R., Yao, D., & Yildirim, H. (1999). Practices for managing information flows within organizations. *Journal of Law, Economics, and Organization*, 15(1), 107-131.
- Dewey, J. (1938). *Experience and education*. New York: Simon and Schuster.
- Dewey, J. (1997). *How we think*. Courier Corporation.
- Downey, J., & DeVeau, L. (1988). Hospitality internships: An industry view. *Cornell Hotel and Restaurant Administration Quarterly*, 29(3), 18-20.
- Drake, P. (2011). *Practitioner research at doctoral level: Developing coherent research methodologies*. Oxford, UK: Routledge.
- Duncan, T., Scott, D. G., & Baum, T. (2013). The mobilities of hospitality work: An exploration of issues and debates. *Annals of Tourism Research*, 41, 1-19.
- Dwyer, S. C., & Buckle, J. L. (2009). The space between: On being an insider-outsider in qualitative research. *International journal of qualitative methods*, 8(1), 54-63.
- Eakins, P. (2000). The importance of context in work placements. *Journal of Cooperative Education*, 35(2/3), 61.
- Eames, C., & Coll, R. K. (2006). Sociocultural views of learning: A useful way of looking at learning in cooperative education. *Journal of Cooperative Education & Internships*, 40(1), 1-13.
- Earle, H. A. (2003). Building a workplace of choice: Using the work environment to attract and retain top talent. *Journal of Facilities Management*, 2(3), 244-257.
- Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook “friends:” Social capital and college students’ use of online social network sites. *Journal of Computer-Mediated Communication*, 12(4), 1143-1168.
- Engeström, Y. (1987). *Learning by Expanding: An Activity-Theoretical Approach to Developmental Research*. Helsinki, University of Helsinki.
- Engeström, Y. (1999). Activity theory and individual and social transformation. *Perspectives on activity theory*, 19(38).
- Engeström, Y. (2001). Expansive learning at work: Toward an activity theoretical reconceptualization. *Journal of education and work*, 14(1), 133-156.

- Eraut, M. (2004). Informal learning in the workplace. *Studies in Continuing Education*, 26(2), 247-273.
- Eraut, M. (2007). Learning from other people in the workplace. *Oxford review of education*, 33(4), 403-422.
- Eraut, M. (2008). Using research into how professionals learn at work for enhancing placement learning. In *WACE Asia Pacific Conference* (p. 148).
- Eraut, M. (2011). Improving the Quality of Work Placements. In N.J. Jackson (ed) *Learning to be Professional through a Higher Education*. Available at:
<http://learningtobeprofessional.pbworks.com/f/Improving+the+Quality+of+Work+Placements+Michael+Eraut.pdf>
- Eraut, M., & Hirsh, W. (2010). *The significance of workplace learning for individuals, groups and organisations*. Oxford: Skope.
- Ernst & Young. (2012). *University of the future: A thousand-year-old industry on the cusp of profound change*. Sydney. Available at:
[https://www.ey.com/Publication/vwLUAssets/ey-university-of-the-future/\\$File/ey-university-of-the-future.pdf](https://www.ey.com/Publication/vwLUAssets/ey-university-of-the-future/$File/ey-university-of-the-future.pdf)
- Eurico, S., do Valle, P. O., & Silva, J. A. (2013). Satisfaction in tourism-related higher education: The graduates' perspective. *International Journal of Academic Research*, 5(4B), 35-49.
- Eurico, S. T., Oliveira, F., & Pais, S. (2012). The role of internships" experiences for the Construction of employable tourism graduates. *Journal of Tourism and Services*, 3(4), 18-38.
- Eyler, J. T. (1992). Comparing the impact of two internship experiences on student learning. *Journal of Cooperation Education*, 29(3), 41-52.
- Feldman, M. S., & Orlikowski, W. J. (2011). Theorizing practice and practicing theory. *Organization science*, 22(5), 1240-1253.
- Fenwick, T. (2003). Innovation: examining workplace learning in new enterprises. *Journal of workplace learning*, 15(3), 123-132.
- Fenwick, T. (2010). Re-thinking the "thing" sociomaterial approaches to understanding and researching learning in work. *Journal of workplace learning*, 22(1/2), 104-116
- Fenwick, T. (2012). Mattering of knowing and doing: Sociomaterial approaches to understanding practice. In *Practice, learning and change* (pp. 67-83). Springer, Dordrecht.

- Fenwick, T. (2013). Understanding transitions in professional practice and learning: Towards new questions for research. *Journal of Workplace Learning*, 25(6), 352-367.
- Fenwick, T. (2014). Knowledge circulations in inter-para/professional practice: a sociomaterial enquiry. *Journal of Vocational Education & Training*, 66(3), 264-280.
- Fenwick, T. (2014). Sociomateriality in medical practice and learning: attuning to what matters. *Medical Education*, 48(1), 44-52.
- Fenwick, T. (2015). Sociomateriality and Learning: a critical approach. In David Scott & Eleanore Hargreaves (eds.), *The Sage Handbook of Learning*, Sage publishers.
- Fenwick, T., & Edwards, R. (2010). *Actor-network theory in education*. Routledge.
- Fenwick, T., & Edwards, R. (2013). Performative ontologies: Sociomaterial approaches to researching adult education and lifelong learning. *European journal for Research on the Education and Learning of Adults*, 4(1), 49-63.
- Fenwick, T., Edwards, R., & Sawchuk, P. (2011). *Emerging approaches to educational research: Tracing the socio-material*. Routledge.
- Fenwick, T., Nerland, M., & Jensen, K. (2012). Sociomaterial approaches to conceptualising professional learning and practice. *Journal of Education and Work*, 25(1), 1-13.
- Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International journal of qualitative methods*, 5(1), 80-92.
- FICCI, & EY. (2018). *University of the future: Bridging education 4.0 to life*. Federation of Indian Chambers of Commerce and Industry (FICCI), & Ernst and Young (FY). Available at: [https://www.ey.com/Publication/vwLUAssets/ey-university-of-the-future/\\$File/ey-university-of-the-future.pdf](https://www.ey.com/Publication/vwLUAssets/ey-university-of-the-future/$File/ey-university-of-the-future.pdf)
- Figel, J. (2008). Strengthening practice-oriented VET in Europe: A political challenge. Conference paper: Dual vocational education and training—The key to a competitive Europe. Retrieved January 25, 2010.
- Firestone, W. A. (1993). Alternative arguments for generalizing from data as applied to qualitative research. *Educational researcher*, 22(4), 16-23.
- Fleming, J. (2015). Exploring Stakeholders' Perspectives of the Influences on Student Learning in Cooperative Education. *Asia-Pacific Journal of Cooperative Education*, 16(2), 109-119.
- Fleming, J., & Martin, A. J. (2007). Facilitating reflective learning journeys in sport cooperative education. *Journal of Hospitality, Sport, Tourism, Leisure and Education*, 6(2), 115-121.

- Flick, U. (2015). *Introducing research methodology: A beginner's guide to doing a research project*. Sage.
- Fong, L. H. N., Lee, H., Luk, C., & Law, R. (2014). How do hotel and tourism students select internship employers? A segmentation approach. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 15, 68-79.
- Forster, A. G., Bol, T., & van de Werfhorst, H. G. (2016). Vocational education and employment over the life cycle. *Sociological Science*, 3, 473-494.
- Fox, T. (2001). A sense of place. *Caterer and Hotelkeeper*, 189(4160), 30-31.
- Fox, M., Martin, P., & Green, G. (2007). *Doing practitioner research*. Thousand Oaks, CA: Sage Publications.
- Fullagar, S., & Wilson, E. (2012). Critical pedagogies: A reflexive approach to knowledge creation in tourism and hospitality studies. *Journal of Hospitality and Tourism Management*, 19(1), 1-6.
- Fuller, A., & Unwin, L. (2003). Fostering workplace learning: looking through the lens of apprenticeship. *European educational research journal*, 2(1), 41-55.
- Fuller, A., & Unwin, L. (2003b). Learning as apprentices in the contemporary UK workplace: creating and managing expansive and restrictive participation. *Journal of education and work*, 16(4), 407-426.
- Garavan, T. N., & Murphy, C. (2001). The co-operative education process and organisational socialisation: A qualitative study of student perceptions of its effectiveness. *Education+ training*, 43(6), 281-302.
- Gaskin, J., Berente, N., Lyytinen, K., & Yoo, Y. (2014). Toward generalizable sociomaterial inquiry: A computational approach for zooming in and out of sociomaterial routines. *Mis Quarterly*, 38(3), 849-871.
- Gherardi, S. (2001). From organizational learning to practice-based knowing. *Human relations*, 54(1), 131-139.
- Gherardi, S. (2009). Knowing and learning in practice-based studies: an introduction. *The Learning Organization*, 16(5), 352-359.
- Gherardi, S., & Nicolini, D. (2000). To transfer is to transform: The circulation of safety knowledge. *Organization*, 7(2), 329-348. doi:10.1177/135050840072008
- Gherardi, S., & Perrotta, M. (2014). Becoming a practitioner: Professional learning as a social practice. In S. Billett, C. Harteis, & H. Gruber (Eds.), *International handbook of researching professional and practice-based learning* (pp. 139-162). Dordrecht: Springer.

- Gherardi, S., & Strati, A. (2012). *Learning and knowing in practice-based studies*. Edward Elgar.
- Girard, T. C. (1999). Interns perceptions of internships: A look at work, supervision and appraisals. *Journal of Cooperative Education*, 34(3), 42.
- Glaser, B. G., & Strauss, A. L. (2017). *Discovery of grounded theory: Strategies for qualitative research*. Routledge.
- Gomez, M. L., Bouty, I., & Drucker-Godard, C. (2003). Developing knowing in practice: behind the scenes of haute cuisine. *Knowing in organizations: a practice-based approach*, 100-25.
- Gorinski, R., & Ferguson, P. (1997). Exchanging experiences of insider research. In *NZARE Conference*.
- Gray, D. E. (2013). *Doing research in the real world*. Sage.
- Greenbank, P. (2002). Undergraduate work experience: an alternative approach using micro businesses. *Education+ Training*, 44(6), 261-270.
- Guile, D., & Griffiths, T. (2001). Learning through work experience. *Journal of education and work*, 14(1), 113-131.
- Guthrie, J., Petty, R., Yongvanich, K., & Ricceri, F. (2004). Using content analysis as a research method to inquire into intellectual capital reporting. *Journal of intellectual capital*, 5(2), 282-293.
- Hackman, J. R., & Oldham, G. R. (1980). *Work redesign*. Reading, MA: Addison-Wesley.
- Haddara, M. & Skanes, H. (2007). A reflection on cooperative education: from experience to experiential learning. *Asia-Pacific Journal of Cooperative Education*, 8(1), 67-76.
- Hager, P., Lee, A., & Reich, A. (Eds.). (2012c). *Practice, learning and change: Practice-theory perspectives on professional learning*. Dordrecht: Springer.
- Hains-Wesson, R. (2012). Inspiring connections: The student experience of an online creative arts journal. *Issues in Educational Research*, 22(3), 263-282.
- Hains-Wesson, R., & Campbell, A. (2014). Balancing risk? First year performing arts students' experience of a community arts event. *Issues in Educational Research*, 24(3), 320-342.
- Hancock, DR and R Algozzine (2006). *Doing Case Study Research: A Practical Guide for Beginning Researchers*, New York: Teachers College Press.
- Harkison, T., Poulston, J., & Kim, J. H. G. (2011). Hospitality graduates and managers: the big divide. *International Journal of Contemporary Hospitality Management*, 23(3), 377-392.

- Henry, J. S., Rehwaldt, S. S., & Vineyard, G. M. (2001). Congruency between student interns and worksite supervisors regarding critical elements of an internship experience [Electronic version]. *Information Technology, Learning, and Performance Journal*, 19(1), 31-41.
- Hobson, P. (2010). Ten Trends Impacting International Hospitality and Tourism Education. [Proceeding]. *Journal of Hospitality & Tourism Education*, 22(1), 4-7.
- Holyoak, L. (2013). Are all internships beneficial learning experiences? An exploratory study. *Education+ Training* 55(6), 573-583.
- Hopwood, N. (2016). Professional Practice and Learning. *Dordrecht: Springer*, 10, 978-3
- Horan, C., Finch, J., & Reid, E. (2014). The Performativity of Objects: The Sociomaterial role of 'imaginal others'. European Group for Organisation Studies (EGOS) Conference, Rotterdam, July 2014.
- Houston, M., Krueger, K., & Osborne, M. (2018). Partnership and collaboration in work-oriented learning in higher education. *The Modern Higher Education Review*, (2).
- Hsu, M. S. (2012). A study of internship attitude, subjective norm, perceived behavioral control, and career planning of hospitality vocational college students. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 11(1), 5-11.
- Hungerford, C., & Kench, P. (2015). Standards and Standardization. In *Practice-based Learning in Higher Education* (pp. 65-83). Springer, Dordrecht.
- Huyton, J. R. (1991). Industrial placements in hospitality management courses. *International Journal of Educational Management*, 5(1).
- Jack, K. (2011). The Role of Experiential Learning in Nurturing Management Competencies in Hospitality and Tourism Management Students: Perceptions from Students, Faculty and Industry Professionals. (Doctoral dissertation). Retrieved from <https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1421&context=dissertations>
- Jenkins, A.K., 2001. Making a career of it? Hospitality students' future perspectives: an Anglo-Dutch study. *International Journal of Contemporary Hospitality Management* 13 (1), 13–20
- Jogaratnam, G., & Buchanan, P. (2004). Balancing the demands of school and work: Stress and employed hospitality students. *International Journal of Contemporary Hospitality Management*, 16(4), 237-245.
- Johri, A. (2011). The Socio-Materiality of Learning Practices and Implications for the Field of Learning Technology. *Research in Learning Technology*, 19(3), 207-217.

- Kahn, P. (2007). Supporting reflective processes-insights from a review of research for practitioners, and for SEDA. *Educational Developments*, 8(2), 15.
- Kaider, F., Hains-Wesson, R., & Young, K. (2017). Practical Typology of Authentic Work-Integrated Learning Activities and Assessments. *Asia-Pacific Journal of Cooperative Education*, 18(2), 153-165.
- Keating, K. (2012). Mentorship of hospitality management students during work-integrated learning. *Journal of Cooperative Education*, 13(2), 89-102.
- Kegan, R. 1994. *In over our heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press.
- Kelley-Patterson, D., & George, C. (2001). Securing graduate commitment: an exploration of the comparative expectations of placement students, graduate recruits and human resource managers within the hospitality, leisure and tourism industries. *International Journal of Hospitality Management*, 20(4), 311-323.
- Kennedy, M., Billett, S., Gherardi, S., & Grealish, L. (2015). *Practice-Based Learning in Higher Education: Jostling Cultures* (pp. 1-13). Springer Netherlands.
- Kim, D. H. (1997). The link between individual and organizational learning. In *The strategic management of intellectual capital* (pp. 41-62).
- Kim, B., McCleary, K. W., & Kaufman, T. (2010). The new generation in the industry: Hospitality/tourism students' career preferences, sources of influence and career choice factors. *Journal of Hospitality & Tourism Education*, 22(3), 5_11.
- Kim, H., & Park, E. J. (2013). The role of social experience in undergraduates' career perceptions through internships. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 12(1), 70-78.
- Kilminster, S., Zukas, M., Quinton, N., & Roberts, T. (2010). Learning practice? Exploring the links between transitions and medical performance. *Journal of health organization and management*, 24(6), 556-570.
- King, B., McKercher, B., & Waryszak, R. (2003). A comparative study of hospitality and tourism graduates in Australia and Hong Kong. *International Journal of Tourism Research*, 5(6), 409-420.
- Kirsch, M., & Beernaert, Y. (2011). Short cycle higher education in Europe. Level 5, the missing ink. Brussels: EURASHE. Available at: <https://www.kutsekoda.ee/fwkw/contenthelper/10462244/10462247>
- Knight, J. (2008). Higher education in turmoil. *The changing world of internationalisation*. Rotterdam, the Netherlands: Sense Publishers.

- Ko, W. H. (2008). Training, satisfaction with internship programs, and confidence about future careers among hospitality students: A case study of universities in Taiwan. *Journal of Teaching in Travel & Tourism*, 7(4), 1-15.
- Kolb, D. (1984). *Experiential learning*. London: Prentice Hall.
- Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of management learning & education*, 4(2), 193-212
- Kostovicova, D. (2016). A personal take on methods. *LSE Government Blog*. Available at <http://blogs.lse.ac.uk/government/2016/03/24/a-personal-take-on-methods/>
- Krause, N., Scherzer, T., & Rugulies, R. (2005). Physical workload, work intensification, and prevalence of pain in low wage workers: results from a participatory research project with hotel room cleaners in Las Vegas. *American journal of industrial medicine*, 48(5), 326-337.
- Kusluvan, S., & Kusluvan, Z. (2000). Perceptions and attitudes of undergraduate tourism students towards working in the tourism industry in Turkey. *Tourism management*, 21(3), 251-269.
- Lam, T., & Ching, L. (2007). An exploratory study of an internship program: The case of Hong Kong students. *International Journal of Hospitality Management*, 26(2), 336-351. doi:<http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/j.ijhm.2006.01.001>
- Lashley, C., Lynch, P., & Morrison, A. (2007). Ways of knowing hospitality. *Hospitality: A Social Lens*, 174-197.
- Lave J. (1993) The practice of learning. In S. Chaiklin & J. Lave (Eds.), *Understanding Practice: Perspectives on Activity and Context* (pp. 3-32). Cambridge: CUP
- Lave, J., & Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge University Press.
- LeBaron, C. (2013). Sociomateriality: Does it Matter? Retrieved from <http://strategizingblog.com/2013/08/29/sociomateriality-does-it-matter/>
- Lee, C. (2014). The determinants of hospitality internship quality from the perspectives of three stakeholders: A case from Taiwan. *Journal of Hospitality & Tourism Education*, 26(2), 75-86.
- Lee, C. S., & Chao, C. W. (2013). Intention to “Leave” or “Stay”—The Role of Internship Organization in the Improvement of Hospitality Students’ Industry Employment Intentions. *Asia Pacific Journal of Tourism Research*, 18(7), 749-765.

- Lee, D. C., Chen, C. F., Hung, L. M., & Chen, C. C. (2011). Effects of labor conditions, socialization and personality upon student interns' working willingness in hospitality industry. *African Journal of Business Management*, 4(30), 11813-11825.
- Leoni, R. (2014). Graduate employability and the development of competencies. The incomplete reform of the "Bologna Process". *International Journal of Manpower*, 35(4), 448-469.
- Leslie, D., & Richardson, A. (2000). Tourism and cooperative education in UK undergraduate courses: are the benefits being realised? *Tourism Management*, 21(5), 489-498.
- Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry (Vol. 75). Sage.
- Litchfield, A. J., Nettleton, S. C., & Taylor, T. L. (2008). Integrating work-ready learning into the curriculum contextualised by profession. In *World Association of Cooperative Education (WACE) Asia Pacific Conference*. ACEN.
- Liu, Y., Xu, J., & Weitz, B. A. (2011). The role of emotional expression and mentoring in internship learning. *Academy of Management Learning & Education*, 10(1), 94-110.
- Lu, W. C., & Kuo, C. C. (2016). Internship performance and satisfaction in sports: Application of the proactive motivation model. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 18, 33-41.
- Lugosi, P. (2014). Hospitality and organizations: Enchantment, entrenchment and reconfiguration. *Hospitality & Society*, 4(1), 75-92.
- Lundgren, H., Bang, A., Justice, S. B., Marsick, V. J., Poell, R. F., Yorks, L., ... & Sung, S. (2017). Conceptualizing reflection in experience-based workplace learning. *Human Resource Development International*, 20(4), 305-326.
- Lynch, P., Molz, J. G., McIntosh, A., Lugosi, P. & Lashley C. (2011). Theorizing hospitality. *Hospitality & Society* 1(1), pp. 3-24. DOI: 10.1386/hosp.1.1.3_2
- Maertz, C. P., Stoeberl, P. A., & Magnusson, P. (2014). Finding strategic human resource advantage from building an effective internship capability. *Organizational Dynamics*, 4(43), 303-311.
- Maertz Jr, C. P., Stoeberl, P., & Marks, J. (2014). Building successful internships: lessons from the research for interns, schools, and employers. *Career Development International*, 19(1), 123-142.
- Marinakou, E., & Giousmpasoglou, C. (2013). An investigation of student satisfaction from hospitality internship programs in Greece. *Journal of Tourism and Hospitality Management*, 1(3), 103-112.

- Martin, C. A. (2005). From high maintenance to high productivity: What managers need to know about Generation Y. *Industrial and commercial training*, 37(1), 39-44.
- Martin, A., & Hughes, H. (2011). *How to make the most of work integrated learning*. Ako Aotearoa.
- Mason, J. (2006). Mixing methods in a qualitatively driven way. *Qualitative research*, 6(1), 9-25.
- McMahon, U., & Quinn, U. (1995). Maximizing the hospitality management student work placement experience: A case study. *Education Training*, 37(4), 13-17.
- Middleton, D., & Brown, S. D. (2005). Net-working on a neonatal intensive care unit: The baby as virtual object. In B. Zarniawska & T. Hernes (Eds.), *Actor-network theory and organizing* (pp. 307–328). Copenhagen: Copenhagen Business School Press.
- Miettinen, R., & Virkkunen, J. (2005). Epistemic objects, artefacts and organizational change. *Organization*, 12(3), 437-456.
- Miller, J. & Glassner, B. (2004). The “inside” and the “outside”: Finding realities in interviews. In D. Silverman (Ed.), *Qualitative research: Theory, method, and practice* (2nd ed.), 125-139. London, UK: Sage.
- Moos, R. H. (2008). *Work environment scale manual*: Fourth edition. Mind Garden, inc.
- Morton, D. L. (2002). Targeting Generation Y. *Public Relations Quarterly*, 47(2), 46-48.
- Moses, J. & Knutsen, T. (2007). *Ways of knowing: Competing methodologies in social and political research*. Basingstoke, UK: Palgrave Macmillan
- Mulcahy, D. (2012). Thinking teacher professional learning performatively: A socio-material account. *Journal of Education and Work*, 25(1), 121-139.
- Murphy, H., McGillivray, A. C., Reid, J. G., & Young, J. D. (1999). Cognitive style differences between cooperative and non-cooperative education undergraduates: Some preliminary findings. *Journal of Cooperative Education*, 34(1), 54-61.
- Myers, M. D., & Newman, M. (2007). The qualitative interview in IS research: Examining the craft. *Information and organization*, 17(1), 2-26.
- Nerland, M., & Jensen, K. (2012). Epistemic practices and object relations in professional work. *Journal of Education and Work*, 25(1), 101-120.
- Nicolini, D. (2009b). Zooming in and out: Studying practices by switching lenses and trailing connections. *Organization Studies*, 30(12), 1391–1418.
doi:10.1177/0170840609349875
- Nicolini, D. (2012). *Practice theory, work, and organization: An introduction*. OUP Oxford.
- Oblinger, D. G. (2006). Space as a change agent. *Learning spaces*, 1, 1-2.

- Oliver, B. (2015). Redefining graduate employability and work-integrated learning: Proposals for effective higher education in disrupted economies. *Journal of Teaching and Learning for Graduate Employability*, 6(1), 56.
- Oliver, D. G., Serovich, J. M., & Mason, T. L. (2005). Constraints and Opportunities with Interview Transcription: Towards Reflection in Qualitative Research. *Social Forces; a Scientific Medium of Social Study and Interpretation*, 84(2), 1273–1289.
- O'Neill, J. W., & Davis, K. (2011). Work stress and well-being in the hotel industry. *International journal of hospitality management*, 30(2), 385-390.
- O'Toole, K. M. P. (2001). Learning through the physical environment in the workplace. *International Education Journal*, 2, 10–19.
- Orlikowski, W. J. (2006). Material knowing: the scaffolding of human knowledgeability. *European Journal of Information Systems*, 15(5), 460-466.
- Orlikowski, W. J. (2007). Sociomaterial practices: Exploring technology at work. *Organization studies*, 28(9), 1435-1448.
- Orlikowski, W. J. (2010). The sociomateriality of organisational life: considering technology in management research. *Cambridge Journal of Economics*, 34(1), 125-141.
- Orlikowski, W. J., & Scott, S. V. (2008). Sociomateriality: challenging the separation of technology, work and organization. *Academy of Management Annals*, 2(1), 433-474.
- Orlikowski, W. J., & Scott, S. V. (2015). The algorithm and the crowd: considering the materiality of service innovation. *MIS Quarterly*, 39(1), 201-216.
- O'Toole, K. M. P. (2001). Learning through the physical environment in the workplace. *International Education Journal*, 2 (1), 10-19.
- Pager, D., & Quillian, L. (2005). Walking the talk? What employers say versus what they do. *American Sociological Review*, 70(3), 355-380.
- Paget, E., Dimanche, F., & Mounet, J. P. (2010). A tourism innovation case: An actor-network approach. *Annals of Tourism Research*, 37(3), 828-847.
- Parker, S. K., Bindl, U. K., & Strauss, K. (2010). Making things happen: A model of proactive motivation. *Journal of management*, 36(4), 827-856.
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). Thousand Oaks, CA: Sage.
- Pellegrin, K., & Currey, H. (2011). Demystifying and improving organizational culture in health care. *Advances in health care management*, 10, 3-23.
- Perlin, R. (2012). *Intern nation: How to earn nothing and learn little in the brave new economy*. Verso Books.

- Petrillose, M. J., & Montgomery, R. (1997). An exploratory study of internship practices in hospitality education and industry's perception of the importance of internships in hospitality curriculum. *Journal of Hospitality & Tourism Education*, 9(4), 46-51.
- Polit, D. F., & Beck, C. T. (2010). Generalization in quantitative and qualitative research: Myths and strategies. *International journal of nursing studies*, 47(11), 1451-1458.
- Rafaeli, A., & Pratt, M. G. (Eds.). (2013). *Artifacts and organizations: Beyond mere symbolism*. Psychology Press.
- Richardson, S. (2010). Generation Y's perceptions and attitudes towards a career in tourism and hospitality. *Journal of Human Resources in Hospitality & Tourism*, 9(2), 179-199.
- Richardson, S. & Butler, G. (2012). The impact of internships on students undertaking tourism and hospitality programs. *Asia-Pacific Journal of Innovation in Hospitality and Tourism*, 1(2), 195-214.
- Ridzuan, A. H., Ahmat, N. C., & Azdel, A. A. (2015). The contribution of internship in developing industry relevant management competencies among hotel and tourism management students. In *Theory and Practice in Hospitality and Tourism Research - Proceedings of the 2nd International Hospitality and Tourism Conference 2014* (pp. 3-7). CRC Press/Balkema.
- Robinson, R., Ruhanen, L., & Breakey, N. M. (2016). Tourism and hospitality internships: Influences on student career aspirations. *Current Issues in Tourism*, 19(6), 513-527. doi:10.1080/13683500.2015.1020772
- Ruhanen, L. (2005). Bridging the divide between theory and practice: Experiential learning approaches for tourism and hospitality management education. *Journal of teaching in travel & tourism*, 5(4), 33-51.
- Ruhanen, L., Robinson, R., & Breakey, N. (2013). A tourism immersion internship: Student expectations, experiences and satisfaction. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 13(0), 60-69.
- Ryan, G. W., & Bernard, H. R. (2003). Techniques to identify themes. *Field methods*, 15(1), 85-109.
- Salomon, G., & Perkins, D. N. (1998). Individual and social aspects of learning, *Review of Research in Education* 23, 1-24
- Schatzki, T. R. (2001). Introduction: Practice theory. In T. R. Schatzki, C. Knorr Cetina, & E. von Savigny (Ed s.), *The practice turn in contemporary theory* (pp. 1 - 14). London: Routledge.

- Schmitt, B. (1999). Experiential marketing. *Journal of marketing management*, 15(1-3), 53-67.
- Sibson, R., & Russell, D. (2011). Sport, recreation and event management practicum placements: What do stakeholders expect? Retrieved from <http://digitalcommons.fiu.edu/do/search/?q=hospitality%20industry%20%20placements&start=0&context=1>
- Silverman, D. (2010). Collecting your data. In *Doing qualitative research* (3rd ed., pp. 189–217). London, UK: Sage.
- Singh, A., & Dutta, K. (2010). Hospitality internship placements: Analysis for United Kingdom and India. *Journal of Services Research*, 10(1), 85–99.
- Siu, G., Cheung, C., & Law, R. (2012). Developing a conceptual framework for measuring future career intention of hotel interns. *Journal of teaching in travel & tourism*, 12(2), 188-215.
- Slantcheva-Durst, S. (2010). Redefining short-cycle higher education across Europe: The challenges of Bologna. *Community College Review*, 38(2), 111-132.
- Smith, J., Shaw, N., & Tredinnick, J. (2015). Practice-based learning in community contexts: A collaborative exploration of pedagogical principles. In *Practice-based Learning in Higher Education* (pp. 141-157). Springer, Dordrecht.
- Solnet, D., & Hood, A. (2008). Generation Y as hospitality employees: Framing a research agenda. *Journal of Hospitality and Tourism Management*, 15(1), 59-68.
- Solnet, D., Robinson, R., & Cooper, C. (2007). An industry partnerships approach to tourism education. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 6(1), 66-70.
- Sørensen, E. (2009). *The materiality of learning: Technology and knowledge in educational practice*. Cambridge University Press.
- Stalcup, L. (2002). Internships from the hospitality employer's point of view: A study of factors influencing hiring decisions. *Journal of Hospitality & Tourism Education*, 14(1), 53-56.
- Stansbie, P., & Nash, R. (2016). Customizing internship experiences by emphasis area: The key to increased satisfaction and motivation in hospitality and tourism management students. *Journal of Hospitality & Tourism Education*, 28(2), 71-84.
- Stansbie, P., Nash, R., & Jack, K. (2013). Internship design and its impact on student satisfaction and intrinsic motivation. *Journal of Hospitality & Tourism Education*, 25(4), 157-168.

- Stottok, B., Bergaus, M., & Gorra, A. (2011). Colour coding: an alternative to analyse empirical data via grounded theory. *Leeds Metropolitan University, UK*, 1-11.
- Strandvad, S. M. (2011). Materializing ideas: A socio-material perspective on the organizing of cultural production. *European Journal of Cultural Studies*, 14(3), 283-297.
- Streb, C. (2010). Exploratory case study. In A. J. Mills, G. Durepos & E. Wiebe (Eds.), *Encyclopedia of case study research* (pp. 373-374). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781412957397.n139
- Super, D. E. (1977). Vocational maturity in mid-career. *Vocational Guidance Quarterly*, 25(4), 294-302.
- Svabo, C. (2009). Materiality in a practice-based approach. *The Learning Organization*, 16(5), 360-370. Sydney.
- Sykes, C., & Dean, B. A. (2013). A practice-based approach to student reflection in the workplace during a work-integrated learning placement. *Studies in Continuing Education*, 35(2), 179-192.
- Taylor-Powell, E., & Renner, M. (2003). Analyzing qualitative data. *Program Development & Evaluation*, 1 (04), 1-12. Retrieved from http://nde.ne.gov/afterschool/Data_Collection/Analyzing_Qualitative_Data.pdf
- Tesone, D. & Ricci, P. (2005). Job Competency Expectations for Hospitality and Tourism Employees. *Journal of Human Resources in Hospitality & Tourism*, 4:2, 53-64, DOI: 10.1300/J171v04n02_03
- Thomas, D. R. (2006). A general inductive approach for analyzing qualitative evaluation data. *American journal of evaluation*, 27(2), 237-246.
- Thompson, T.L. (2015a). Actor Network Theory and adult education. *LLinE (Lifelong Learning in Europe)*, 1. http://www.lline.fi/en/issue/1_2015/issue-12015
- Trede, F., Sheehan, D., & McEwen, C. (2013). Investigating what constitutes an effective workplace learning environment: A scoping review of the role physical and material elements play in student learning. *Journal of Cooperative Education & Internships*, 47(1), 94-105.
- Tribe, J. (1997). The indiscipline of tourism. *Annals of Tourism Research*, 24, 638-657.
- Tribe, J. (2010). Tribes, territories and networks in the tourism academy. *Annals of tourism research*, 37(1), 7-33.
- Tse, T. S. (2010). What do hospitality students find important about internships? *Journal of Teaching in Travel & Tourism*, 10(3), 251-264.

- Tsoukas, H. (2009). Craving for generality and small-N studies: A Wittgensteinian approach towards the epistemology of the particular in organization and management studies. *The Sage handbook of organizational research methods*, 285-301.
- Twenge, J. M., Campbell, S. M., Hoffman, B. J., & Lance, C. E. (2010). Generational differences in work values: Leisure and extrinsic values increasing, social and intrinsic values decreasing. *Journal of management*, 36(5), 1117-1142.
- Vaagaasar, A. L. (2015). A spatial perspective to leadership in knowledge-intensive projects. In *Leadership in spaces and places*. Cheltenham: Edward Elgar Publishing, 71-86.
- Van der Duim, R. (2007). Tourismscapes an actor-network perspective. *Annals of Tourism Research*, 34(4), 961-976.
- Van der Waal, K. (2009). Getting going: Organizing ethnographic fieldwork. *Organizational ethnography: Studying the complexities of everyday life*, 23-39.
- Vaughan, K. (2008). Workplace Learning: A Literature Review. *NZCER Press*.
- Venema, M. (2005). The Netherlands. In Airey, D & Tribe, J. (Eds.), *An international handbook of tourism education* (pp. 211-221). Routledge.
- Verhaest, D., & Baert, S. (2018). The early labour market effects of vocational higher education: is there a trade-off? *Empirical economics.-Vienna*, 55(3), 1229-1270.
- Virolainen, M. H., Stenström, M., & Kantola, M. (2011). The views of employers on internships as a means of learning from work experience in higher education. *Journal of Vocational Education & Training*, 63(3), 465.
- Viteritti, A. (2015). Practice-Based Learning of Novices in Higher Education: Legitimate Peripheral Participation (LPP) Revisited. In *Practice-based Learning in Higher Education* (pp. 127-140). Springer, Dordrecht.
- Von Krogh, G., Ichijo, K., & Nonaka, I. (2000). *Enabling knowledge creation: How to unlock the mystery of tacit knowledge and release the power of innovation*. Oxford University Press on Demand.
- Walo, M. (2001). Assessing the contribution of internship in developing Australian tourism and hospitality students' management competencies. *Asia-Pacific Journal of Cooperative Education*, 2(1), 12-28.
- Walsh, K., & Taylor, M. S. (2007). Developing in-house careers and retaining management talent: What hospitality professionals want from their jobs. *Cornell Hotel and Restaurant Administration Quarterly*, 48(2), 163-182.
- Wan, C. S., Yang, J. T., Cheng, S. Y., & Su, C. (2013). A longitudinal study on internship effectiveness in vocational higher education. *Educational Review*, 65(1), 36-55.

- Wang, Y. C., Cai, R., Yang, C. E., & Qu, H. (2015). Coping Strategy in Hospitality Internships: A Mixed Method Approach. *Journal of Hospitality & Tourism Education*, 27(1), 10-19.
- Wang, Y. F., Chiang, M. H., & Lee, Y. J. (2014). The relationships amongst the intern anxiety, internship outcomes, and career commitment of hospitality college students. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 15, 86-93.
- Waryszak, R. Z. (1997). Student perceptions of the cooperative education work environment in service industries. *Progress in Tourism and Hospitality Research*, 3(3), 249-256.
- Waryszak, R. Z. (1999). Students' expectations from their cooperative education placements in the hospitality industry: An international perspective. *Education and Training*, 41, 33-40.
- Waryszak, R. (2002). Prior expectations, realities and subsequent ideals in workplace attitudes of two samples (1994 and 2000) of hospitality students. In *CAUTHE 2002: Tourism and Hospitality on the Edge; Proceedings of the 2002 CAUTHE conference* (p. 639). Edith Cowan University Press.
- Webster, J., & Watson, R. T. (2002). Analyzing the past to prepare for the future: Writing a literature review. *MIS quarterly*, xiii-xxiii.
- Weißenfels, S., Ebner, K., Dittes, S., & Smolnik, S. (2016, January). Does the is Artifact Matter in Sociomateriality Research? A Literature Review of Empirical Studies. In *System Sciences (HICSS), 2016 49th Hawaii International Conference on* (pp. 1997-2006). IEEE.
- Wenger, E. (1998). *Communities of practice: learning, meaning, and identity*. Cambridge University Press, Cambridge, UK.
- Wibrow, B. (2011). *Employability Skills. At a Glance*. National Centre for Vocational Education Research, Adelaide. Retrieved from <https://files.eric.ed.gov/fulltext/ED523641.pdf>
- Williams, J., & Walkington, J. (2015). The Role of Epistemology in Practice-Based Learning: The Case of Artifacts. In *Practice-based Learning in Higher Education* (pp. 99-110). Springer, Dordrecht.
- Wolf, A. (2008). Adult learning in the workplace: creating formal provision with impact. *Teaching and Learning Research Briefing*, 59.
- Woo Ko, D., Gil Chun, B., & Murdy, J. J. (2007). The effect of internship on hotel employees in Korea. *International Journal of Tourism Sciences*, 7(1), 29-42.

- WTTC (2015). Travel and Tourism: Economic Impact 2015 World. Available at:
<https://zh.wttc.org/-/media/files/reports/economic-impact-research/regional-2015/world2015.pdf>
- WTTC (2017). Travel and Tourism: Economic Impact 2017 The Netherlands. Available at:
<https://www.wttc.org/-/media/files/reports/economic-impact-research/countries-2017/netherlands2017.pdf>
- Yin, R. K. (1994). *Case Study Research: Design and Methods*. Sage Publications, Beverly Hills, CA.
- Yin, R. K. (2003). *Applications of case study research* (2nd ed.). Thousand Oaks, CA: Sage.
- Yin, R. (2008). *Case study research: Design and methods*. Thousand Oaks, CA: Sage Publications.
- Yin, R. K. (2011a). *Applications of case study research*. Sage.
- Yin, R. (2018). *Case study research and applications: Design and methods*. Thousand Oaks, CA: Sage Publications.
- Yiu, M., & Law, R. (2012). A review of hospitality internship: Different perspectives of students, employers, and educators. *Journal of Teaching in Travel & Tourism*, 12(4), 377.
- Zopiatis, A. (2004). An exploratory research investigating the status and future of hospitality internships in Cyprus. *Unpublished doctorate dissertation (D. Prof)*, Middlesex University, London.
- Zopiatis, A. (2007). Hospitality internships in Cyprus: A genuine academic experience or a continuing frustration? *International Journal of Contemporary Hospitality Management*, 19(1), 65-77.
- Zopiatis, A., & Constanti, P. (2012). Managing hospitality internship practices: a conceptual framework. *Journal of Hospitality & Tourism Education*, 24(1), 44-51.
- Zopiatis, A., & Theocharous, A. L. (2013). Revisiting hospitality internship practices: A holistic investigation. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 13(0), 33-46. doi:<http://dx.doi.org.ezproxy.liv.ac.uk/10.1016/j.jhlste.2013.04.002>

Appendix A

Rudolf Moos' Survey Dimensions

Relationship Dimensions

- | | |
|-----------------------|--|
| 1. Involvement | the extent to which employees are concerned about and committed to their jobs |
| 2. Coworker Cohesion | how much employees are friendly and supportive of each other |
| 3. Supervisor Support | the extent to which management is supportive of employees and encourages employees to be supportive of one another |

Personal Growth Dimensions

- | | |
|---------------------|---|
| 4. Autonomy | how much employees are encouraged to be self-sufficient and to make their own decisions |
| 5. Task Orientation | the emphasis on good planning, efficiency, and getting the job done |
| 6. Work Pressure | the degree to which high work demands and time pressure dominate the job milieu |

System Maintenance and Change Dimensions

- | | |
|-----------------------|---|
| 7. Clarity | whether employees know what to expect in their daily routine and how explicitly rules and policies are communicated |
| 8. Managerial Control | how much management used rules and procedures to keep employees under control |
| 9. Innovation | the emphasis on variety, change, and new approaches |
| 10. Physical Comfort | the extent to which the physical surroundings contribute to a pleasant work environment |

Appendix B

Interview Questions Examples (Student-interns)

General:

What was your motivation and criteria for choosing this site for your placement?

The following questions relate to practices:

1. What is your opinion about the characteristics of the tasks you are expected to do? [probe/follow up: variety, clarity, challenge level, workload distribution among coworkers and level of autonomy given to carry out those tasks]
2. How about the training/other kind of support provided by the company?
3. How do the positions/practices at your placement site match your knowledge, skills and attitudes?
4. How do you feel about the support provided by your school before, during or after your placement (as applicable)?
5. What would you do when facing challenges, issues, or difficulties related to practices?
[please provide an example on how to deal with that]
6. What about the acknowledgement for your efforts, suggestions, contributions by coworkers, supervisors?

The following questions pertain to relationships (with supervisors (at the host company and from school), guests/customers, & coworkers) and to network development

1. In your view, which aspects of the placement would limit, constraint or hinder relationships with colleagues, supervisors (at company and school), and guests/customers?
2. Which aspects would enhance relationships with colleagues, supervisors (at company and school), and guests/customers?
3. How would a placement experience contribute to a meaningful establishment of **networks** that could contribute to your learning and development?
4. How important you consider the coordination and communication between the educational institution and the host company?

Future perspectives:

1. How important is your placement in matching with your needs, interests, future career perspectives?
2. You obtained an employment opportunity at the internship company. How did this opportunity influence the perceptions you had about your practical experience?
3. Which contribution(s) (if any) do you see coming out of this internship for your future career?

Material aspects of the placement

1. Which physical aspects of a placement site you consider the most important to you?
2. Please describe in your words how the physical characteristics at the placement site could contribute to a pleasant work environment?
3. What is your opinion about access to facilities for employees (e.g. coffee corner, parking spots, gyms, or any others)?
4. To what extent would such aspects enable / inhibit the way you relate with coworkers, supervisors, (and guests/clients/customers)?
5. How would such aspects impact your daily activities at work?
6. Tell me about the access you were granted to technology and information you believed could help you learn and develop more during practices?
7. In what ways are such elements as manuals, forms, rules, policies and other written established guidelines important during a placement?

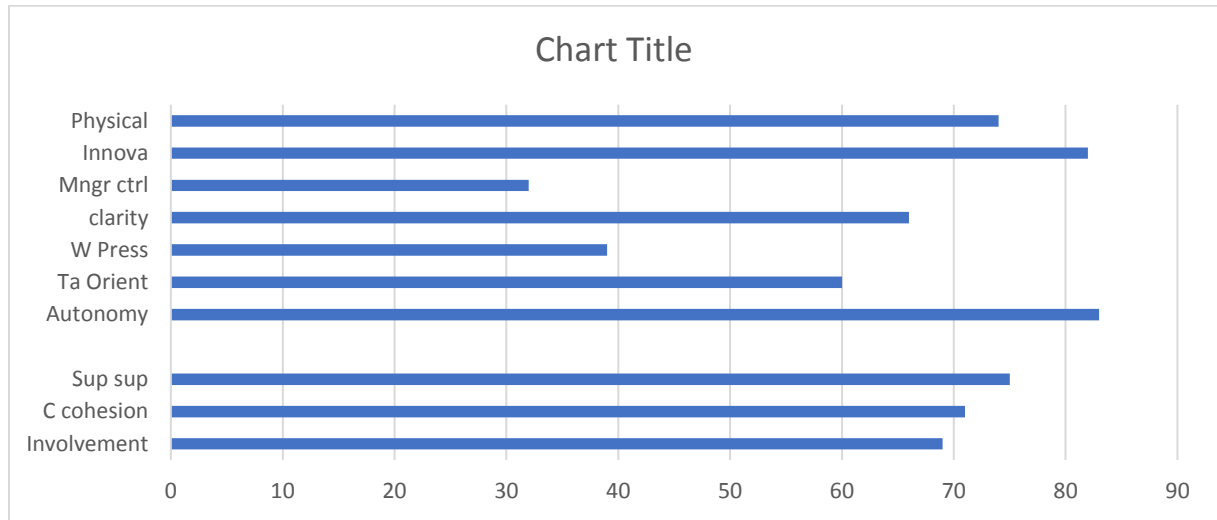
Appendix C

Moo's Survey Participants' Scores

Work Environment Scale Ideal Form											
Participant cod	Involvement	Co worker Cohesion	Supervisor Support	Autonomy	Task Orientation	Work Pressure	Clarity	Managerial Control	Innovation	Physical Comfort	
#1	7	5	6	8	9	9	3	6	6	7	
#2	8	9	7	9	9	3	8	5	9	7	
#3	8	8	8	9	7	4	8	4	8	8	
#4	9	9	9	9	9	5	8	3	8	8	
#5	9	7	10	6	8	8	6	7	4	6	
#6	8	8	11	9	6	4	8	7	8	6	
#7	8	9	8	6	8	8	6	8	4	7	
#8	9	8	9	8	8	5	8	3	7	7	
#9	9	8	8	8	6	4	8	2	8	8	
#10	7	9	9	8	6	2	6	2	9	6	
#11	8	9	9	8	6	3	4	4	9	7	
#12	9	7	9	9	9	5	8	6	9	9	
#13	9	8	9	8	8	4	9	5	8	8	
#14	8	7	9	8	9	7	8	8	8	7	
#15	8	8	8	7	6	3	8	6	5	6	
#16	8	9	7	8	5	4	1	1	9	6	
#17	8	7	9	8	7	2	8	5	6	8	
#18	7	5	7	7	8	0	7	1	4	8	
#19	8	7	3	9	8	9	3	4	6	4	
#20	9	8	8	8	8	2	8	1	7	5	
#21	4	6	5	5	6	6	8	4	3	7	
#22	5	4	4	6	2	7	4	3	6	4	
#23	9	8	9	8	8	3	7	4	9	6	
#24	9	9	9	9	8	0	8	1	9	8	
#25	9	6	4	8	6	7	4	2	4	6	
#26	9	9	7	7	8	5	5	3	8	8	
#27	8	5	8	8	7	6	6	1	7	8	
#28	9	9	9	9	4	3	4	2	8	6	
#29	5	9	5	9	8	5	9	4	9	7	
#30	9	9	9	9	8	3	8	1	9	7	
#31	9	8	7	9	8	4	7	2	8	7	
#32	8	9	9	9	8	4	8	0	8	9	
#33	9	8	9	9	7	3	4	1	9	7	
#34	8	9	9	8	8	2	7	1	9	8	
#35	9	8	8	9	8	3	8	3	8	7	
#36	9	7	9	9	8	1	8	6	9	8	
8,1111	7,7222	7,638889	8,083333333	7,27778	4,25	6,611111111	3,5	7,361111111	6,972222		
Invol	Co coh	Sup sup	Auto	Ta Orient	W Press	clarity	Mngr ctrl	Innova	Physical		Raw Scores
Involvement	Cohesion	Sup support	Autonomy	Task Orientation	Work Pressure	Clarity	Managerial Control	Innovation	Physical Comfort		Stand Score
69	71	75	83	60	39	66	32	82	74		

Appendix D

Participant Group's Profile Graph



Appendix E

University of Liverpool Ethical Approval



Dear Oscar Pacheco Lopez,

I am pleased to inform you that the EdD. Virtual Programme Research Ethics Committee (VPREC) has approved your application for ethical approval for your study. Details and conditions of the approval can be found below.

Sub-Committee:	EdD. Virtual Programme Research Ethics Committee (VPREC)
Review type:	Expedited
PI:	
School:	Lifelong Learning
Title:	
First Reviewer:	Dr. Morag Gray
Second Reviewer:	Kathleen Kelm
Other members of the Committee	Dr. Anthony Edwards

Date of Approval: 17th March 2016

The application was APPROVED subject to the following conditions:

Conditions

1	Mandatory	M: All serious adverse events must be reported to the VPREC within 24 hours of their occurrence, via the EdD Thesis Primary Supervisor.
---	-----------	---

This approval applies for the duration of the research. If it is proposed to extend the duration of the study as specified in the application form, the Sub-Committee should be notified. If it is proposed to make an amendment to the research, you should notify the Sub-Committee by following the Notice of Amendment procedure outlined at

<http://www.liv.ac.uk/media/livacuk/researchethics/notice%20of%20amendment.doc>.

Where your research includes elements that are not conducted in the UK, approval to proceed is further conditional upon a thorough risk assessment of the site and local permission to carry out the research, including, where such a body exists, local research ethics committee approval. No documentation of local permission is required (a) if the researcher will simply be asking organizations to distribute research invitations on the researcher's behalf, or (b) if the researcher is using only public means to identify/contact participants. When medical, educational, or business records are analysed or used to identify potential research participants, the site needs to explicitly approve access to data for research purposes (even if the researcher normally has access to that data to perform his or her job).

Please note that the approval to proceed depends also on research proposal approval.

Kind regards,

Morag Gray

on behalf of Chair, EdD. VPREC